

**THE INFLUENCE OF USING TWO STAY TWO STRAY TECHNIQUE
TOWARDS STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF SMP N 20 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**



(A Thesis)

Submitted as a Partial Fulfillment of
the Requirements for S1-degree

By

M. AHYA ULUMUDDIN
NPM. 1211040168

Advisor : Syofnidah Ifrianti, M.Pd

Co-Advisor : Dewi Kurniawati, M.Pd

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING TWO STAY TWO STRAY TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By

M. Ahya Ulumuddin

Reading is one activity to get information from what they already read. Therefore, reading is very important for the students because by reading they can build critical thinking about something that happened around. Based on the preliminary research, the results showed many problems in reading comprehension, one of the problem was the students felt bored in reading especially in reading narrative. To solve this problem, the researcher applied Two Stay Two Stray technique. Two Stay Two Stray technique is kind of technique that gives chance to each student in group to share the result and information with others. The objective of this research was to know whether there was an influence of Two Stay Two Stray technique towards Students' Reading Comprehension in Narrative Text or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meetings. The sample of the research was two classes, class VIII K as the experimental class and class VIII G as the control class. Both of them consisted of 32 students. In collecting the data, the researcher used pre-test and post-test. The researcher used the test instrument in the form of multiple choice. The test consisted of 40 items before validity test. After the validity test, the instrument test for pretest consisted of 20 items and posttest consisted of 20 items. To analyzed the data, the researcher used Independent Sample T-Test.

From the data analysis, it was found that the result of Independent Sample T-Test was 0.001. It means H_0 is rejected and H_a is accepted. It can be concluded that there is a significant influence of using Two Stay Two Stray technique towards students' reading comprehension in Narrative Text.

Keywords: narrative Text, reading comprehension, two stay two stray, quasi experimental research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Address : Jl. Let. Kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

Title : THE INFLUENCE USING OF TWO STAY TWO STRAY TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP N 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

Students' Name : M. Ahya Ulumuddin
Students' Number : 1211040168
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty,
Raden Intan State Islamic University Lampung**

Advisor,

Syofnidah Ifrianti, M.Pd
NIP: 196910031 99702 2 002

Co-Advisor,

Dewi Kurniawati, M.Pd
NIP: 198006012 00604 2 047

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd
NIP: 19800515 200312 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Address : Jl. Let. Kol. H. Endro Suratmin Sukaramo Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: "THE INFLUENCE OF USING TWO STAY TWO STRAY
TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION IN
NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH
GRADE OF SMP N 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2017/2018." by: M AHYA ULUMUDDIN, NPM: 1211040168, Study Program:
English Education was tested and defended in the examination held on:
Tuesday, December 12th 2017.

Board of examiners:

The Chairperson	: Bambang Irfani, M.Pd
The Secretary	: Nunun Indrasari, M.Pd
The Primary Examiner	: Deri Herdawan, M.Pd
The First Co-Examiner	: Syofnidah Ifrianti, M.Pd
The Second Co-Examiner	: Dewi Kurniawati, M.Pd

()
()
()
()
()

The Dean of
Tarbiyah and Teacher Training Faculty



Dr. H. Cholid Anwar, M. Pd
NPM 19360410 198703 1 001

DECLARATION

Hereby, I state this thesis entitled: The Influence of Using Two Stay Two Stray Technique Towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in the Academic Year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the next.

Bandar Lampung,
Declared by,

M. Ahya Ulumuddin

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عَلَّمَ أَنْ لَّنْ تَحْصُوهُ فَتَابَ عَلَيْكُمْ^ط فَأَقْرَأُوا مَا تيسَّرَ مِنَ الْقُرْآنِ^ج

.....so he hath turned to you (in mercy). Read, therefore, of the Qur'an as much as many be easy for you.....(Q.S. Al-Muzammil. 20)¹

¹ Allama Abdullah Yusuf Ali, The Holy Qur'an Arabic Text with text English Translation, (Jakarta: Pustaka Agung Harapan, 2006), p.226

DEDICATION

This thesis is dedicated to :

1. My beloved parents, father Drs. H. M. Idris and mother Dra. Hj. Farida who always give their endless love and pray for my success.
2. My beloved brother and sister, M. Badrul Munir and Darojatul Hayati who always pray, support and motivate me for my success.
3. My beloved Almamater Raden Intan State Islamic University Lampung.

CURRICULUM VITAE

The researcher's name is M. Ahya Ulumuddin. He was born on May 25th, 1994 in Bandar Lampung. He is the second child of three siblings of Mr. Drs. H. M. Idris and Mrs. Dra. Hj. Farida. He has one brother and one sister whose name are M. Badrul Munir and Darojatul Hayati.

The researcher started his study at MIN 1 Sukarame and finished in 2006. He continued his study at MTs N 1 Bandar Lampung and completed his study in 2009. In the same year, she registered to MAN 1 Bandar Lampung and completed his study in 2012. After graduating in Islamic Senior High School, he continued his study at Raden Intan State Islamic University Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty. In the seventh semester, the researcher had his Student Study Service (KKN) in Central Lampung. After having KKN, he had her Field Teacher Training (PPL) in SMP N 20 Bandar Lampung.

ACKNOWLEDGMENT

Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad saw with his family and followers. This thesis entitled “The Influence of Using Two Stay Two Stray Technique Towards Students’ Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in the Academic Year of 2017/2018” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid or support and many valuable things from various sides. Therefore, the researcher would sincerely thanks to :

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Syofnidah Ifrianti, M.Pd, the advisor who has patiently guided and directed until the completion of this thesis.

4. Dewi Kurniawati, M.Pd, the co-advisor who has given guidance and supervision especially in guiding and correcting this thesis.
5. All lecturers of the English Education Study Program of Raden Intan State Islamic University Lampung who have taught the researcher since the first year of his study.
6. Hj. Listadora, M.Pd, the headmaster of SMP N 20 Bandar Lampung for following carry out the research in their institution and giving the contribution while conducting the research there.
7. Yenti, S.Pd, the English teacher of SMP N 20 Bandar Lampung who has helped and given suggestion during the research process.
8. Beloved father and mother who have gave the researcher support and motivation along this life.
9. Beloved friends of Raden Intan State Islamic University Lampung, and the EED class E 2012, who always give the researcher motivation in completing this research.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2017
The Researcher,

M. Ahya Ulumuddin

TABLE OF CONTENTS

	Page
TITLE	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xvi
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	6
F. Use of The Research	6
G. Scope of the Research	7

CHAPTER II REVIEW OF LITERATURE

A. Frame of Theory.....	8
1. Reading.....	8
a. Definition of Reading	8
b. Concept of Reading Comprehension	10

c. Concept of Teaching Reading	12
2. Narrative Text	14
a. Concept of Narrative Text	14
b. Generic Structure of Narrative Text	15
c. Language Features.....	16
d. Example of Narrative Text.	17
e. Concept of Students Reading Comprehension in Narrative text.....	19
3. Two Stay Two Stray.....	20
a. Definition of Two Stay Two Stray	20
b. Procedure of Teaching Reading Comprehension Through Using Two Stay Two Tray Technique.....	22
c. Advantages and Disadvantages of Two Stay Two Stray Technique.....	24
1. Advantages of Two Stay Two Stray Technique. ...	24
2. Disadvantages of Two Stay Two Stray Technique..	24
d. Teaching Reading by Using Two Stay Two Stray Technique.	25
4. Reading Aloud Technique.	26
a. Definition of Reading Aloud Technique.....	26
b. Procedure of Reading Aloud Technique	27
c. Advantages and Disadvantages of Reading Aloud	

Technique.....	27
1. Advantages of Reading Aloud Technique.	27
2. Disadvantages of Reading Aloud Technique. ...	28
B. Frame of Thinking	29
C. Hypothesis.....	30

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	31
B. Variables of the Research	33
C. Operational Definition of Variables.....	33
D. Population, Sample, and Sampling Technique	34
1. Population	34
2. Sample	35
3. Sampling Techniques	35
E. Data Collecting Technique.....	36
F. Research Procedure.....	37
1. Planing	37
2. Application	38
3. Reporting	39
G. Instrument of the Research	39
H. Scoring System	42
I. Validity and Reliability of Test.....	43
1. Validity of Test.....	43

2. Reliability of test	44
J. Data Analysis	45
1. Fullfillment of the Asumption	45
a. Normality Test.....	45
b. Homogeneity Test	46
2. Hypothetical Test	46

CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Place	48
B. The Research Procedure	51
C. Description of Treatments	52
D. Result of the Research	55
E. Result of Data Analysis	61
F. Discussion	65

CHAPTER V RESULT AND DISCUSSION

A. Conclusion	67
B. Suggestion.....	67
1. Suggestion for Teacher	68
2. Suggestion for Students	68
3. Suggestion for the Further Reaserch.....	68

REFERENCES

APPENDICES

LIST OF FIGURES

Figure 1 The Result of Pre-test in Control Class	55
Figure 2 The Result of Pre-test in Experimental Class	56
Figure 3 The Result of Post-test in Control Class	58
Figure 4 The Result of Post-test in Experimental Class	59

LIST OF TABLES

Table 1 The Students' Reading Narrative Score at the Eighth Grade of SMP Negeri 20 Bandar Lampung in the Academic Year 2016/2017	2
Table 2 Pre-test and Post-test Design.....	32
Table 3 The Total Number of the Eighth Grade Students of SMP Negeri 20 Bandar Lampung in the Academic Year 2016/2017	34
Table 4 The Blueprint of Try Out Test	40
Table 5 The Pre-Test Items after Validity	41
Table 6 The Post-Test Items after Validity	42
Table 7 Facilities of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018	49
Table 8 Teachers of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018	49
Table 9 Students of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018	51
Table 10 The Result of the Pre-test in Control Class	56
Table 11 The Result of the Pre-test in Experimental Class	57
Table 12 The Result of Post-test in Control Class	59
Table 13 The Result of Post-test in Experimental Class	60

Table 14 The Normality Test of Experimental and Control Class	61
Table 15 The Result Homogeneity Test	62
Table 16 The Result of Hypothetical Test	64

LIST OF APPENDIX

Appendix 1	The Result of Interview For The English Teacher in The Preliminary Research
Appendix 2	The Result of Interview With The Student In The Preliminary Research
Appendix 3	The Result of Validation form for Reading Test for Pre-test
Appendix 4	The Result of Validation form for Reading Test for Post-test
Appendix 5	Students' Reading Score Of The Eighth Grade Of SMP Negeri 20 Bandar Lampung
Appendix 6	The Name of the Students
Appendix 7	Recapitulation Item of Pre-Test Try-Out
Appendix 8	Recapitulation Item of Post-Test Try-Out
Appendix 9	The Score of Pre-test and Post-test in Experimental Class
Appendix 10	Result of Pre-test in Control Class
Appendix 11	Result of Pre-test in Experimental Class
Appendix 12	Result of Post-test in Control Class
Appendix 13	Result of Post-test in Experimental Class
Appendix 14	The Result of Normality Test

Appendix 15 The Result of Homogeneity Test	
Appendix 16 The Result of Independent Sample Test	
Appendix 17 Pre Test Item Before Validity	
Appendix 18 Post Test Items before Validity	
Appendix 19 Pre Test Items	
Appendix 20 Post Test Items	
Appendix 21 Silabus	
Appendix 22 Lesson Plan for Experimental Class	
Appendix 23 Lesson Plan for Experimental Class	
Appendix 24 Lesson Plan for Experimental Class	
Appendix 25 Lesson Plan for Control Class	
Appendix 26 Lesson Plan for Control Class	
Appendix 27 Lesson Plan for Control Class	
Appendix 28 The Documentation of Research	

CHAPTER I

INTRODUCTION

A. Background of the Problem

In English, there are four language skills which are important to be learned. They are listening, speaking, reading, and writing. Reading is one of the four basic skills which learners are required to master if they want to learn a foreign language. It is the most important skill for a lot of learners to be mastered in order to ensure success not only in learning English but also in any content class when reading in English is required. By strengthening reading skill, learners will make greater progress and development in all other areas of learning.

Reading is one activity to get information from what they already read. Therefore, reading is very important for the students because by reading they can build critical thinking about something that happened around. Basically, the main purpose of reading activity is to gain ideas and information. To achieve that purpose the students should comprehend their reading text better. Grellet stated in his book “Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible”.² It means that reading comprehension is to know the information from written text and to

² Françoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2001), p.3

understand the text. The process of understanding the text is not easy for the students, it is based on the result of preliminary research.

The result of preliminary research, it shows many problems in reading comprehension, one of the problem is the students felt bored in reading especially in reading narrative. This happened in SMP N 20 Bandar Lampung where the teacher gives only the material especially about genre immediately just a full text without gives a way how to create or arrange the text well. She only used reading aloud technique without using collaboration among the students and varying the activity. It is difficult for the teacher to transfer the knowledge by using the technique. So students are unable to catch and remember the material sharply in narrative text. As a result, the student's mastery in narrative text is inadequate.

Table 1
The Students' Reading Narrative Text Score at Eighth Grade Students of SMP N 20
Bandar Lampung in the Academic Year of 2017

No	Score	The Number of the Students	Presentage
1	72	165	38.64 %
2	< 72	262	61.36 %
Total		427	100 %

Source: Document of the English Reading Score of the Eighth Grade of SMP Negeri 20 Bandar Lampung.³

Based on the table above, there were 165 students out of 427 students that passed based on criteria of minimum mastery (KKM) and there were 262 students failed. In this case, the standard score of KKM in SMP Negeri 20 Bandar Lampung was 72 and there were many students who got score under 72. Hence the most of the students were still difficult in comprehending reading text.

Thus, to make the learning process effective, the researcher used Two Stay Two Stray technique. This technique was applied in an experimental class where students were divided into some groups and every group consists of four students who cooperated to do the tasks which was given by the teacher. After that, every two students of each group joined to other group to presented their worksheet and shared together with others. Then, two students went back to their main group to explained their result from other group and this technique was also done by each group.

Two Stay Two Stray Technique is effective to be implemented in teaching learning reading comprehension. It has been revealed by previous research conducted by Fitriah Ulfah in 2010 entitled “The Influence of Using Two Stay Two Stray Technique towards Students’ Mathematical Communication.” The result of the research showed that there was significant progress for the students

³ Yenti, *Document of the English Reading Score of the Eighth Grade* , SMP Negeri 20 Bandar Lampung, July 25th 2017, an interview

in Mathematical Communication using Two Stay Two Stray technique. It can be proved by the difference of mean score of post test in experimental group and control group. From the data showed that the reading comprehension using Two Stay Two Stray technique is categorized as excellent.

According to Kagan in Anita Lie stated that one of the cooperative learning technique is Two Stay Two Stray.⁴ It means that Two Stay Two Stray technique teaches the students to learn together and how to understand about different assumptions to get one conclusion.

So that using Two Stay Two Stray technique is effective and needed in delivering materials cooperatively. From this technique, students can explore their skill and knowledge to help each other in solve the problem from the task. Students looked more actively in learning process and able to get a needed information.

Based on the explanations above, the researcher proposed the reaserch entitled: The Influence of Using Two Stay Two Stray Technique towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in the Academic Year of 2017/2018.

⁴ Anita Lie, *Cooperative Learning*.(Jakarta: Grasindo, 2008), p.61

B. Identification of the problem

Based on the background of the problem above, the researcher identified the problem are as follows:

1. The students' reading comprehension in narrative text was still low.
2. The teacher's way in teaching was ineffective.
3. The students were not interested in learning reading especially in narrative text.

C. Limitation of the problem

Based on identification of the problem above, the researcher focused on the influence of Two Stay Two Stray technique towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

Based on the background of the problem above, the researcher made the formulation of the problem as follows: Is there any significant influence of using Two Stay Two Stray technique towards students' reading comprehension in narrative text at the First semester of the eighth grade of SMP N 20 Bandar Lampung in the academic year of 2017/2018?

E. Objective of the research

Based on the formulation of the problem, the objective of the research was to find out there is a significant influence of using Two Stay Two Stray technique towards students' reading comprehension in narrative text at the First semester of the eighth grade of SMP N 20 Bandar Lampung in the academic year of 2017/2018.

F. Uses of the research

The uses of this research are as follows:

1. Theoretically

This research hopefully will provide information for English teacher that Two Stay Two Stray is an alternative technique to teach reading narrative text and as additional information for further research.

2. Practically

The practical a significant that the researcher expects from this research are as follows:

- a. For the English teacher this research is expected that the result of this research can improve the way how the English teachers teach especially in teaching reading narrative text by using Two Stay Two Stray technique.

- b. It is also expected that Two Stay Two Stray can make the students easy to understand the material in reading narrative text.

G. Scope of the research

1. Subject of the research

The subject of the research was the students at first semester of the eighth grade of SMP N 20 Bandar Lampung.

2. Object of the Research

The object of the research was to find whether there is significant of using Two Stay Two Stray Technique towards students' reading comprehension in narrative text or not.

3. Place of the Research

The research was conducted at SMP N 20 Bandar Lampung.

4. Time of the Research

The research was conducted at the first semester of eighth grade in the academic year of 2017/2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Reading

a. Definition of Reading

In teaching learning process, reading is one of basic skill that students must be mastered, in the classroom, reading subject is used as an opportunity to teach pronunciation. Setiyadi said that reading will be given as soon language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work.⁵ It means that, reading is very important in the classroom and good ability for language learners.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen [the first person to write

⁵ Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Imu 2006),p.67

was Prophet Idrees (Enoch)], Has taught man that which he knew not. (Qs, Al-Alaq: 1-5)⁶

In the verse above, it is revealed in the beginning of prophet Muhammad SAW era, he has given an example symbolically for moslem to read as the strasting step for gaining the knowledge. By strengthening reading skill, learners will make greater progress and development in all other areas of learning.

Reading is a set of skills that involves making sense and deriving meaning from the printed word.⁷ It means that reading is ability to get information appropriately from the printed page or text that read by the reader. The reader drawn or imagined the meaning by themselves. Then, the reader making sense to easier got meaning appropriately from the printed word.

Moreover, the reader will understand the text by making some questions in his mind dealing with the context. Consequently the reading process involves what the reader wants to know about the text by consulting questions appear in his head. The aim of reading is to develop students' skill that they can read English texts effectively and efficiently. Effective and efficient reading is always purposeful, the purpose of reading implemented into the development of different reading skill and build up motivation in reading text by using material, technique, media and

⁶ Abdullah Yusuf 'Ali, *The Meaning of The Holy Qur'an* 10th Edition (Maryland: Amana Publications, 2004), p. 227

⁷ Caroline T. Linse, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2005), p.69

teacher role. According to Djamal *et.al*, reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines and novels.⁸ It means that in reading there are getting the meaning from reading an English texts and it can motivate the students in reading texts by using material, strategy, media, and teachers.

In conclusion, reading in this research is very important in the classroom and good ability for language learners. Reading is getting the meaning from reading English texts and it can motivate the students in reading texts by using material, strategy, media and teachers. Reading is review the contents in agreement reading demands accuracy, comprehension, critical thinking and skill of capturing the ideas imperative in language of reading.

b. Concept of Reading Comprehension

Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.⁹ It means that comprehension is a process of understanding text done by the readers to prove the information.

Meanwhile, reading comprehension depend on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the

⁸ Team of Five, *Improving Reading skill in English* (Jakarta: Kencana, 2006),p.51

⁹ Judy Willis, M. D, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), p.138

content being read. It means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹⁰ It means that when we read, we think and we connect new information. Then, we conclude what we have gotten by our understanding. Hence, to be a success reader, a reader have to exercise those factors as good as possible.

Brown says that there are some aspects that commonly used in measuring students' reading comprehension, they are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specially stated detail)
5. Excluding fact not written (unstated details)
6. Supporting idea
7. Vocabulary in context.¹¹

Based on the description above, reading comprehension is the reading activity between the reader and the text to comprehend the word, to the related the words

¹⁰ Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development* (ASCD: Alexandria, 2003), p.90

¹¹ H. Douglas Brown, *Language Assessment : Principles and classroom Practices*, (San Fransisco:Longman, 2003), p.206

with the target language and understand the purpose of the text. By knowing the main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting ideas and vocabulary in context, what they never know, background knowledge of the reader is used to help comprehending text.

c. Concept of Teaching Reading

Reading is one of the English skills. Being able to read English is very important. Reading is a good way to develop and understand English. The acquisition of the reading skill in the second language learning is considered as a priority. This idea is supported by the fact that reading has become a part of our people's daily activity, ranging from holiday brochures to academic books. Therefore, the ability to read English texts in any form will give a great number of advantages to our lives.

According to Harmer, the principle behind the teaching reading:

1. Encourage students to read as often and as much as possible

The students have to read as much as possible so that it can improve the students' reading comprehension.

2. Students need to be engaged with what they are reading.

The teacher provides the interesting text so that the student is engaged with the text.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Students have to know the message of the text and they can retell or express the story.

4. Prediction is major factor in reading

The students have to look at the cover and back cover to help them select what to read and then to help them get into the book.

5. Match the task to the topic

Students are asked to read based on the level then the students have to do the task which is appropriate with the text that they read.

6. Good teachers exploit reading texts to the full

The teacher make the reading text into interesting lesson sequence and using a range of activities to bring the text to life.¹²

In teaching and learning process, reading is one of basic skill that students must master. In the classroom, the reading lesson is used an opportunity to teach pronunciation, encourage fluent and expressive speaking. To all other skill (listening, speaking, reading and writing).

¹² Jeremy Harmer, *How To Teach English* (Cambridge: Longman,1987),p.101

2. Narrative Text

a. Concept of Narrative text

According to Weliya in her journal, narrative text is a text which contains about story (fiction/ nonfiction / tales/ folktales/ fables/ myths/ epic) and its plot consists climax of the story (complication) then followed by the resolution.¹³ It can be concluded that narrative text which consists many kinds of story such as fiction, fables, myths, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

According to Anderson, narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener.¹⁴ It means that narrative text is text that tell a story in the past to amuse the reader which consist of some character, plot, setting and action which have problematic like fable, legend, folktale, etc and to teach the students of story's lesson which divided into orientation, complication, sequence of event and coda (moral value).

From the statement above, the researcher concluded that narrative text is a text which tells a story about fiction, fables, myths, tales, etc. The object of this text is to entertain and to inform the reader about some story. This text has orientation,

¹³ Soneta Welliya, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015),p.1

¹⁴ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Chapel Street: Macmilan,2003), p. 8

complication and sequence of event and coda, which the language feature of this text is simple past tense.

b. Generic Structure of Narrative text

A narrative text will consist of the following generic structure:

1. Orientation

Introducing the participants and informing the time and the place.

2. Complication

Describing the rising crises which the participants have to do with

3. Resolution

Showing the way of participant to solve the crises, better or worse.¹⁵

According to Siahaan, generic structure of narrative text are as follows:

1. An Orientation

Set the scene and introduces the participants.

2. Evaluation

A stepping back evaluate the plight.

3. Compilation

A crisis arises.

4. Resolution

¹⁵ Soneta Welliya, *Loc.Cit.*

The crisis is resolved, for better or for worse.

5. Re-orientation

An optional.¹⁶

From statement above narrative is a text containing five components, they are orientation, evaluation, complication, resolution and re-orientation which is used to entertains or to deal with an actual experience.

c. Language features

The language features usually found in a narrative are:

1. Focus on specific and usually individualized participants
2. Use of material processes (and in this text, behavioral, and verbal processes)
3. Use relational processes and mental processes
4. Use temporal conjunctions, and temporal circumstances
5. Use of past tense.¹⁷

From the explanation above, narrative text has certain language features which is adapted from a story and to help the readers in understanding the story.

¹⁶ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 73

¹⁷ *Ibid*, p.74

d. Example of Narrative Text

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her Father was king Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The king was very sad. No one could cure his daughter's illness. The king did not want her daughter's to be a rumor so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

Generic structure	
Orientation	Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her Father was king Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.
Complication	The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.
Resolution	Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

e. Concept of Students' Reading Comprehension in Narrative Text

Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader.¹⁸ It means that comprehension is a process of understanding text done by the readers to prove the information.

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.¹⁹ It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

Based on the explanation above the researcher concludes that students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

¹⁸ Judy Willis, M. D, *Op. Cit*, p.138

¹⁹ Sanggam Siahaan, *Op. Cit*, p.73

3. Two Stay Two Stray Technique

a. Definition of Two Stay Two Stray Technique

Slavin emphasizes that cooperative learning is the ideal solution for the problem. it provides a chance to interact cooperatively with students from any background of life.²⁰ So, the point of cooperative learning is emphasizing to the students to have social interaction with all learners in a class by dividing into small groups. It creates the opportunity for students to help their group members to solve the problems.

Cooperative learning has various techniques. One of them is Two Stay Two Stray. Two Stay Two Stray Technique is developed by Kagan. This technique is cooperative learning system that aimed students able to cooperate, responsible, helping to solve the problem each other and helping increasing quality each other too. This technique practices students to related social well.

According to Lie, Two Stay Two Stray is kind of technique that gives chance to each student in group to share the result and information with other student in group.²¹ It means that Two Stay Two Stray gives students experience in gathering information and reporting back to their teammates. It also an interactive process which can be used to build knowledge or summarize learning through sharing.

²⁰ Robert E. Slavin, *Cooperative Learning Teori, Riset, dan Praktik*, Terj. Narulita Yusron (Bandung: Nusa Media, 2015),p. 103

²¹ Anita Lie, *Cooperative Learning*.(Jakarta: Grasindo, 2008),p.61

Two Stay Two Stray was developed by Spencer Kagan. This technique is commonly used for all subjects and students' level. This technique enables the students to share information to the other groups.²² It means that Two Stay Two Stray is able to use as a technique in reading and any grade of students. It also gives students experience in gathering information and reporting back to their teammates, this Two Stay Two Stray is hopefully expected to be an alternative technique which can be used for teaching reading.

Based on the theories above, Two Stay Two Stray is a kind of technique that gives chance to each student in groups to summarize learning materials through sharing the result of discussion and other information with other groups.

²² Faad Maonde.et,al, "*The Discrepancy of Students' Mathematic Achievement Trough Cooperative Learning Model, And the Ability in Mastering Language and Science*",Vol. 3, No. 1,(Halu Oleo University, 2015),p. 145

b. Procedure of Teaching Reading Comprehension through Two Stay Two Stray Technique

Procedure of Two Stay Two Stray technique according to Lie are as follows:

- a. Students working in groups of four as usual.
- b. After the discussion of the material in group finishes, two people from each group will leave their group and visit other group while the rest of two people will remain in their own group to receive two guests from the other groups.
- c. Two people who still stay in their own group will be asked to distribute the results of their group discussion information and knowledge to the two guests who come on their group.
- d. After the exchange of information and opinion has finished, the guests will return to their original groups to share their findings respectively.
- e. The group match discuss and the results of their work.²³

Meanwhile, according to Kagan in Huda, Two Stay Two Stray consist of some steps as follow:

1. Teacher divides the student in some groups which consist of four students in each group.
2. Teacher gives the assignment for each group to discuss it.

²³ Anita Lie, *Op.Cit*, p.62

3. Students cooperate in groups of four as usual.
4. After the discussion is done, two members of each group leave the group to visit the other group.
5. The other two members who stay in the group have a task to share the information and the result from the discussion to their guests.
6. The guests excused to return to their home group and report what they find in the other group.
7. Then each group compare and discuss the results of their work.
8. Each group presents their result of discussion.²⁴

It can be inferred that the students have to form a group consisted of four members for each group. Then, they do the task from the teacher. After doing the task, two of the students move to another group. Two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students who move back to their group to compare their result with the other group result.

²⁴ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2015), p. 207

c. Advantages and Disadvantages of Two Stay Two Stray Technique

1. Advantages of Two Stay Two Stray Technique

There are some advantages of Two Stay Two Stray Technique to teaching reading comprehension:

1. Giving an opportunity to the students to decide their own concept by solving the problem which is given to them.
2. Giving an opportunity to the students to build their creativity and to communicate with their friends in group.
3. Forming the habit of the students to open minded with their friends.
4. Increasing the students' motivation in learning.
5. Helping teacher to reach learning goal, because the cooperative learning is easy to be applied.²⁵

2. Disadvantages of Two Stay Two Stray Technique

There are some disadvantages of Two Stay Two Stray Technique to teaching reading comprehension:

1. Two Stay Two Stray need more time for discussion.
2. Students who seldom work in group will feel difficult to cooperate
3. Generally, fluent students in discussing usually dominate the discussion.²⁶

²⁵ Kasihani Kasbolah E, Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007) , p. 100

²⁶ *Loc.Cit*

d. Teaching Reading by Using Two Stay Two Stray Technique

Two Stay Two Stray is one of cooperative learning approaches that student are involved in planning both the topics for study as well as how to proceed with their investigation. Two Stay Two Stray involves the investigation of four essential features: investigation, interaction, and intrinsic motivation.

In this research, the researcher will use procedure of Two Stay Two Stray by Kagan, Two Stay Two Stray consist of some steps as follow:

1. Teacher divides the student in some groups which consist of four students in each group.
2. Teacher gives the assignment for each group to discuss it.
3. Students cooperate in groups of four as usual.
4. After the discussion is done, two members of each groups leave the group to visit the other group.
5. The other two members who stay in the group have a tasked to share the information and the result from the discussion to their guests.
6. The guests excused to return to their home group and report what they find in the other group.
7. Then each group compare and discuss the results of their work.

4. Reading Aloud Technique

a. Definition of Reading Aloud Technique

According to Notion, reading aloud technique is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others.²⁷ It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading.

According to Richards and Schmidt Reading aloud technique is saying a written text aloud.²⁸ It means that reading aloud technique is reading text with aloud and the other people around us can listen what we read. In teaching reading this is often done to establish graphemic-phonemic correspondences or to learn to distinguish sense groups in a text.

Based on those theories above, the researcher concluded that reading aloud technique is an activity and a tool for the teachers, students and the readers when they read. Where, when we read the text the other people around us can listen what we read. In the other hand, reading aloud enables learner to develop the skill of reading very well by speaking or expressing ideas, makes reading very enjoyable,

²⁷ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge 270 Madison Ave, NY 10016, 2009), p. 68

²⁸ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Great Britain, Fourth Edition, 2010), p. 483

improves listening skills, enriches vocabulary, improves reading comprehension, and no less important is the growing interest in reading to students.

b. Procedure of Reading Aloud Technique

Below is the procedure of reading aloud technique are as follows:

1. Choose a text is sufficiently interesting to read aloud. Limit yourself to a selection that is less than five hundred words.
2. Introduce the text to the participants, highlighting key points or issues to be raised.
3. Section of the text by paragraphs or some other means. Invite volunteers to read aloud different sections.
4. As the reading progresses, stop when appropriate to emphasize certain points, raise or entertain questions, or give examples. Allow brief discussions if participants show an interest in certain portions. Then proceed with the reading.²⁹

c. Advantages and Disadvantages of Reading Aloud Technique

1. Advantages of Reading Aloud Technique

There are some advantages of reading aloud technique :

1. It enables learner to develop the skill of reading very well by speaking or expressing ideas.

²⁹ Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nuansa, 2011), p. 152

2. It enables learner to develop the skill of pronounce very well.
3. It makes reading very enjoyable while teacher uses reinforcement during reading.
4. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

2. Disadvantages of Reading Aloud Technique

There are some disadvantages of reading aloud technique:

1. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
2. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
3. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chanced of reading. So they become the passive learners.

Reading aloud takes more time so it is time consuming. All students cannot read at a time so managing classroom becomes impossible.³⁰

³⁰ M.F. Patel Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers and Distributors, Vaishali Nagar, 2008), p. 122

B. Frame of Thinking

Reading is a process of getting information from the text. It is not easy to understand the text, we need background knowledge and logical thinking to understand it. By reading, we can get a lot of information, knowledge, and enjoyment. In teaching reading, the teacher should use the appropriate technique to make the students more interest and understand about the text.

The researcher assumes that the right technique to convey learning materials will help the student to comprehend the text well. Two Stay Two Stray is a technique to teaching reading it is used in some groups until the students can be understood by discussion and give the information about our material to the other students.

In additional, the use of Two Stay two Stray as a teaching technique can boost a cooperative learning that helps the students master the language skills, particularly reading comprehension. This technique is expected to create a fun learning atmosphere learning, particularly in reading. In other words, by implementing this Two Stay two Stray, the teacher can gear up his/her students to get used to a group discussion in which they will fell more relaxed and joyful to share feeling and thought.

Based on the statement above, the researcher assumes that Two Stay Two Stray technique is effective to teach reading because this technique can make the students more active in the class, the students gather the information from the texts

not only from their knowledge from the text but also from the other students. The students are not only read the text to get information, but also they are share the ideas to get more the information. On other words, their way how to get the information of the text can be taught interestingly since students can practice to read.

C. Hypothesis

Based on the theoritical assumption above, the researcher formulates the hypothesis as follows:

H_a : There is a significant influence of using Two Stay Two Stray technique towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in the Academic Year 2017/2018.

H_o : There is no significant influence of using Two Stay Two Stray technique towards Students' Reading Comprehension in Narrative Text at the First Semester of the Eighth Grade of SMP N 20 Bandar Lampung in The Academic Year of 2017/2018.

The criteria are as follows:

H_o is accepted if $\text{sig.} > 0.05$

H_a is accepted if $\text{sig.} < 0.05$

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used an experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.³¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

According to Creswell, quasi-experimental introduces considerably more threats to internal validity than the true experiment. Because the investigator does not randomly assign participants to groups, the potential threats of maturation, selection, mortality, and the interaction of selection with other threats are possibilities.³² The researcher used quasi experimental research design. Especially pre-test and post-test control group design which is used to know the students' reading comprehension in narrative text by using Two Stay two Stray technique.

³¹ Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition*, (Canada: Wadsworth Cengage Learning), p.301

³² John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson Education, 2012), p.310

Table 2 shows the Pre-test and Post-test design is illustrate as follows: ³³

Table 2
Pre-test and Post-test Design

Select Control group	Pre-test	No Treatment	Post test
Select Experimental group	Pre-test	Experimental Treatment	Post test

We can apply the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups. ³⁴ It means that in quasi experimental design the researcher used the pre-test and post-test design approach. The researcher given pre-test and post-test to the both of class group to know the differences between the two groups. The researcher conducted experimental treatment activities in experimental class. The researcher used Two Stay Two Stray technique as the treatment in experimental class. While in control class the researcher used Reading Aloud as the treatment.

³³ *Loc. Cit*

³⁴ *Loc.Cit*

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.³⁵

The variable of the research were as follows :

1. The independent variable of the research was using Two Stay Two Stray (X).
2. The dependent variable of the research was students' Reading Comprehension in Narrative Text (Y).

C. Operational Definition of Variables

This operational definition of variable is used to explain the variables which are used in this research to avoid misconception of variables presented in this research. The operational definition of variables are as follows:

1. Independent variable

Two Stay Two Stray is a kind of technique that gives chance to each student in groups to summarize learning materials through sharing the result of discussion and other information with other groups.

2. Dependent variable

Students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with

³⁵ *Ibid*, p.112

question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population

A population is defined as all members of any well-defined class of people, events or objects.³⁶ The population of this research was the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2017/2018. In condition of the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2017/2018 can be seen in the following table.³⁷

Table 3
The Total Number of the Eighth Grade Students of SMP Negeri 20
Bandar Lampung in the Academic Year of 2017/2018

No	Grade	Gender		Number
		Male	Female	
1	VIII A	13	17	30
2	VIII B	12	20	32
3	VIII C	15	15	30
4	VIII D	12	18	30
5	VIII E	14	17	31
6	VIII F	17	14	31

³⁶ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op.Cit*, p. 148

³⁷ *Documentation of the Eighth Grade of SMP Negeri 20 Bandar Lampung 2016/2017*

7	VIII G	16	16	32
8	VIII H	14	16	30
9	VIII I	13	16	29
10	VIII J	15	15	30
11	VIII K	17	15	32
12	VIII L	14	16	30
13	VIII M	14	16	30
14	VIII N	13	17	30
Total		169	258	427

Source : Documentation at the eighth grade students of SMP Negeri 20 Bandar Lampung in academic year 2017/2018.

2. Sample

According to Ary, “a sample is a portion of a population”.³⁸ Sample is taken from a population in the area where we take this research. Sample of this research were two classes. One class was an experimental class and the second one was control class.

3. Sampling Technique

In this research, the researcher applied cluster random sampling. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.³⁹ The researcher took two classes of the eighth grade, one as experimental class and the other one as control class. Here are the steps in determining the experiment class and control class:

³⁸ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op.Cit*, p.142

³⁹ Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies, 8th edition, 2009), p.97

- 1 The researcher made fourteen small pieces of rolled paper which each piece is the name of each class.
- 2 Then those pieces of paper were rolled and put in box.
- 3 The box was shaken and then the reseacher took two piece of paper which wouldl be a sample.
- 4 When the researcher opens the first paper, it refers to control class.
- 5 The the researcher shaked the box again.
- 6 After that, the reseacher took one paper and it was the experimental class in this research.
- 7 Finally, the researcher concluded that the first paper was control class and the second paper which pulled out was experimental class.

E. Data Collecting Technique

In this research, the reseacher used the data which comes from:

- 1 Pre-test, it was done to know the students' reading comprehension before treatment. The test is done by answering some questions. The researcher scoring based on main idea (topic), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea and vocabulary in context.
- 2 Post-test, it was done to know the students' reading comprehension after they are taught by using Two Stray Two Stay technique. The system and the difficulty of posttest are same as the pre-test, because both of them are used to measure the students' reading comprehension.

F. Research Procedure

In conducting this research, there are three steps will be done by the reseacher, they are:

1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps which was applied by the researcher:

a. Determining the subject

The researcher determined the subject: in this case the researcher chose the first semester of the eighth grade of SMP N 20 Bandar Lampung as the subject of the research, one class was experimental class and the other class was the control class.

b. Preparing the Try-out

The reseacher prepared a kind of test (called try-out test) that test would be given to the students at eighth grade out of sample class. The total number of test 40 items. The researcher evaluated the test items to get the good items for pre-test and post-test.

c. Preparing the Pre-test

The researcher prepared a kind of test (called pre-test) that would be given to the students at control and experimental class. This test was given by

researcher before the students get treatment. The researcher used the instrument which had already been tried out.

d. Preparing the Post-test

The researcher gave post-test to the students at the control class and experimental class after treatment.

2. Application

After making the planning, researcher tried to apply the research procedure that was already planned. There were some steps in doing this research:

- A. First meeting, the researcher gave try-out. The question was multiple choice that consist of 40 items with options A, B, C, and D. This test was given to the students which does not become the sample of the research.
- B. Second meeting, the researcher gave pre-test to the control class and experimental class. The test was multiple choice, the number of test was taken from the result of try-out test. It means that only the valid and reliable test item that used in the pre-test.
- C. After giving the pre-test to the students the researcher conducted the treatment, in experimental class the researcher conducted the treatment through Two Stray Two Stay technique.
- D. In the last meeting, the researcher gave post-test. This test was multiple choice test, the total number of test was taken from the result of try-out test. It means that only the valid and reliable test items that used in post test.

3. Reporting

The last point that should be done in the research procedure is reporting.

There were three steps in reporting. The steps are as follows:

1. The researcher analyzed the data that are already received from try-out test.
2. The researcher analyzed data that are already received from pre-test and post-test.
3. Making a report on the findings.

G. Instrument of the Research

Instrument of this research is a test for reading comprehension. To get a good result of test reading comprehension the researcher consult it with the language assessment theory, especially in reading there are some criteria that commonly used in measuring students' reading comprehension. They are:

- a. Main idea (topic).
- b. Inference (implied detail).
- c. Grammatical features.
- d. Detail (scanning for a specifically stated detail).
- e. Excluding facts not written (unstated details).
- f. Supporting idea(s).

g. Vocabulary in context.⁴⁰

In this research, the researcher used test as an instrument to collect the data. The kind of this test was used for the reading comprehension test, the researcher made two instruments; they were pre-test and post-test. The instrument was multiple choice test. Each instrument consists of 40 questions with 4 options (a, b, c and d). The specification of test for pre-test and post-test items before validity test as follows :

Table 4
The Blueprint of Try Out Pre-Test and Post-Test

No	Aspects	Item numbers					
		Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
1	Main idea (topic)	21,37,39	6,16,30	6	1,27,37	2,14,30	6
2	Inference (implied detail)	5,11,15	2,26,38	6	17,31,39	4,22,32	6
3	Grammatical features	9,29,17	12,24,34	6	3,15,21	8,18,38	6
4	Detail (scanning for specifically stated detail) ^a	3,31,35	10,28	5	7,9,11	6,12	5
5	Excluding fact not written (unstated details)	1,7	22,32,40	5	5,13	8,34,36	5
6	Supporting idea(s)	3,23,27	4,14,20	6	19,23,25	16,24,26	6
7	Vocabulary in context	19,25,33	8,18,36	6	29,33,35	10,20,40	6

⁴⁰ H. Douglas Brown, *Language Assessment : Principles and classroom Practices*, (San Fransisco:Longman, 2003), p.206

	Total	40		40
--	-------	----	--	----

Based on the table above, it can be concluded that there were 40 questions with 4 options (a,b,c,d) for each instrument, pre-test and post-test before validity test. The researcher measured students' reading comprehension with 7 aspects, such as main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting ideas and vocabulary in context. The total items of the instrument were 40 items.

Table 5
The Pre-Test Items after Validity

No	Aspect	Distribution		Total
		Odd	Even	
1	Main Idea	3,9	6	3
2	Inference (implied detail)	-	10, 4	2
3	Grammatical Features	11, 17	12	3
4	Detail (scanning for a specifically stated detail)	-	14,18	2
5	Excluding facts not written (unstated detail)	7,19	2, 20	4
6	Supporting idea	13	8,16	3
7	Vocabulary in context	5,15, 1	-	3
TOTAL		10	10	20

Table 6
The Post-test Items after Validity

NO	Aspect	Distribution		Total
		Odd	Even	
1	Main Idea	7	8	2
2	Inference (implied detail)	13,17	4,14	4
3	Grammatical Features	3,19	12	3
4	Detail (scanning for a specifically stated detail)	15	2,20	3
5	Excluding facts not written (unstated detail)	1	6, 10	3
6	Supporting idea	9	18	2
7	Vocabulary in context	5,11	16	3
TOTAL		10	10	20

H. Scoring System

Before getting the score, the reseacher determined the procedure to be used in scoring the students' work. The highest score was 100. The score of pre-test and post-test was calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Note : S= The score of the test

r= The total of the right answer

n= The total items.

I. Validity and Reliability of the Test

1. Validity of the Test

A test can be said valid if the test measure the object measured and suitable with the criteria. According to Brown, validity is extent to which inferences made from assessment result are appropriate, meaningful and useful in learn of the purpose of assessment.⁴¹

From the statement, it can be concluded that the instrument is used to measured the test which test is being appropriate, meaningful, and useful in terms of the purpose of the assessment. To know the validity of the test, the researcher used content validity, construct validity and internal validity.

1 Content Validity

Content validity means that the test becomes representative sample of the subject matter content of what has been taught and of the knowledge that the teacher wants his students to know. To get the content validity of the reading test, the test adapts with the students' book. The researcher consulted to the English teacher of SMP Negeri 20 Bandar Lampung, Mrs. Yenti, S.Pd tries to arrange the material based on the objectives of teaching in the school based curriculum and syllabus for eighth grade of SMP Negeri 20 Bandar Lampung.

⁴¹ H. Douglas Brown, *Op.cit*, p. 22

2 Construct Validity

According to Creswell, construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument.⁴²

Construct validity focuses on the kind of the test that is used to measure the ability. To make sure the researcher consulted to the English teacher of SMP Negeri 20 Bandar Lampung, Mrs. Yenti, S.Pd. for determining whether the test has obtained construct validity or not.

3 Internal Validity

Internal validity can be reached if it has accordance between the part of instrument and all instrument holistically. In other words, an instrument has internal validity if every single instrument supports the “mission” holistically. To know the validity, the researcher used anatest to calculate the internal validity of the test.

2. Reliability of the Test

According to Creswell, Reliability means that scores from an instrument are stable and consistent.⁴³ Reliability refers to consistency of the test. The researcher used ANATES Version 4 program. ANATES can help analysis of item quickly, easy and accurately. ANATES is necessary in the research to assess the instruments are good or not.

⁴² John W. Creswell, *Op.Cit*, p.618

⁴³ John W. Creswell, *Op.Cit*, p.159

The criteria of reliability as follows :

0.800 – 0.1000 = Very High

0.600 – 0.800 = High

0.400 – 0.600 = Medium

0.200 – 0.400 = Low

0.0 – 0.200 = Very low. ⁴⁴

J. Data Analysis

1 Fulfillment of Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. The data gained statistically will be analyzed by using SPSS (*Statistical Program for Social Science*) steps as the following formula shows:

A. Normality Test

The researcher used normality test to know whether the data has a normal distribution or not. The test used Liliefors. When the data has been collected, so the normally test will be as follows:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

⁴⁴ Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Imu 2006), p.167

The criteria are as follows:

H_0 is accepted if $\text{sig.} > = 0.05$

H_a is accepted if $\text{sig.} < = 0.05$

B. Homogeneity Test

Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. The researcher used SPSS (*Statistical Program for Social Science*).

The hypotheses for the homogeneity test are formulated as follows:

H_0 : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

The criteria for homogeneity test are as follows:

H_0 is accepted if $\text{sig.} > = 0.05$

H_a is accepted if $\text{sig.} < = 0.05$

2 Hypothetical Test

In this research, the researcher analyzed the data by using Independent sample T-test. The researcher used SPSS (Statistical Package for The Social Sciences)

Where the hypotheses of the research are as follows:

H_0 : There is no any significant influence of using Two Stay Two Stray technique toward students' reading comprehension on narrative text,

H_a : There is any significant influence of Two Stay Two Stray technique toward students' reading comprehension on narrative text.

While criteria acceptance or rejection of the test are:

H_0 is accepted if $\text{sig.} > 0.05$

H_a is accepted if $\text{sig.} < 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Situation of SMP Negeri 20 Bandar Lampung

SMP Negeri 20 Bandar Lampung is located on Jl. Raya R.A Basyid, Labuhan Dalam, Kec. Tanjung Senang, Bandar Lampung. This school was established in 1991 with SK. Mendiknas Nomor: 0363/0/1/1991 on February 1991. The headmaster is Dra. Lista Dora, S.Pd. The activities of teaching learning process are done in the morning for class VIII and IX. The classes begin at 07.15 A.M and finish at 12.15 P.M, and in the afternoon only for class VII, the classes begin at 12.30 P.M and finish at 04.30 P.M.

For supporting the teaching learning process of SMP Negeri 20 Bandar Lampung has some classes and rooms. Based on the documentation of SMP Negeri 20 Bandar Lampung and observation that the researcher had conducted, the facilities of SMP Negeri 20 Bandar Lampung consisting of: headmaster's room, vice headmaster's administration's room, counselor room, teacher's room, classroom, library, laboratory, multimedia's room, toilet, mosque, OSIS room, UKS room, canteen, computer (see table 4.1).

Table 7
Facilities of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018

No	Kinds of Facilities	Total
1	Headmaster's Room	1
2	Vice Headmaster's Room	1
3	Admin Staff Room and Conselour Room	1
4	Teacher's Room	1
5	Classroom	25
6	Library	1
7	Laboratory	1
8	Multimedia's room	1
9	Toilet	7
10	Mosque	1
11	OSIS Room	1
12	UKS Room	1
13	Warehouse	1
14	Canteen	1
15	Computer	1

Source: Documentation of SMP Negeri 20 Bandar Lampung

SMP Negeri 20 Bandar Lampung has 45 teachers. The condition of the teachers of SMP Negeri 20 Bandar Lampung in the academic year 2016/2017 can be seen in this following table:

Table 8
Teachers of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018

No	Name	Position
1	Dra. Hj. Lista Dora, M.Pd.	Head Master
2	Dra. Norma Nilom	Teacher
3	Hopsi Bintang, S.Pd.	Teacher
4	Nurhasanah, S.Pd.	Teacher
5	Dra. Husmalayansi	Teacher
6	Mansyursyah, S.Pd.	Teacher
7	Bahrom, S.Pd.	Teacher
8	Gatot Gunawan, S.Pd.	Teacher
9	Tuti Faulina, S.Pd.	Teacher
10	Ambar Suciharti, S.Pd.	Teacher
11	Luciana, S.Pd.	Teacher
12	Rosda Fatila, S.Pd.	Teacher
13	Sunarti, S.Pd.	Teacher
14	Rumayati, S.Pd.	Teacher
15	Sri Hatati, S.Pd.	Teacher

16	Kamaliyah, S.Pd.	Teacher
17	Dra. Rosmala Dewi	Teacher
18	Nurbetty, S.Pd.	Teacher
19	Gunarti, S.Pd.	Teacher
20	Ellia Fonda, S.Pd.	Teacher
21	Suyoto, S.Pd.	Teacher
22	Ni Luh Haryanti, S.Pd.	Teacher
23	Dra. Ratih L	Teacher
24	Yenti, S.Pd.	Teacher
25	Malianah, S.Pd.	Teacher
26	Nurlela, S.Pd.	Teacher
27	Merina, S.Pd.	Teacher
28	Mulyono, S.Pd.	Teacher
29	Sri Jumiaty, S.Pd.	Teacher
30	Muryati, S.Pd.	Teacher
31	Zaimah, S.Pd.	Teacher
32	Pepiati, S.Pd.	Teacher
33	Yunisda Farentina, S.Pd.	Teacher
34	Dra. Risnayana	Teacher
35	Sempakata, S.Pd.	Teacher
36	Warni, S.Pd.	Teacher
37	Nirwana, S.Pd.	Teacher
38	Meirina, S.Pd.	Teacher
39	Hendri Irawan, S.Pd.	Teacher
40	Antoni Gulton, S.Pd.	Teacher
41	Melia Puja Astuti, S.Pd.	Teacher
42	Indah Sri Wahyuni, S.Pd.	Teacher
43	Den Rahayu, S.Pd.	Teacher
44	Tati Herawati, S.Pd.	Teacher
45	Iin Hendrawati, S.Pd.	Teacher

Source: Documentation of SMP Negeri 20 Bandar Lampung

Moreover in academic year of 2016/2017, SMP Negeri 20 Bandar Lampung has 36 classes consisted of fourteen classes of students in seventh grade, fourteen classes of students in eighth grade, and eighth classes of students in ninth grade. Below is the distribution of the students at SMP Negeri 20 Bandar Lampung.

Table 9
Students of SMP Negeri 20 Bandar Lampung In the Academic Year of 2017/2018

No	Class	Total of Classes	Gender		Total
			Male	Female	
1	VII	14	207	213	420
2	VIII	14	170	257	427
3	IX	8	108	122	230
	Total	35	485	592	1077

Source: Source: Documentation of SMP Negeri 20 Bandar Lampung

B. Research Procedure

The research was conducted on July 31st, 2017. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted the research through the following steps :

1. Determining the subject of research, namely the students at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung.
2. Determining the sample of research by using cluster random sampling technique.
3. Holding the try-out test to know the reliability and validity of the test, this test was given to the students out of research sample.
4. Holding the pre-test in order to know the students' reading comprehension before they had treatment.
5. Analyzing the data gotten through the pre-test.
6. Giving the treatment to the sample of the research that was Two Stay Two Stray Technique was implemented in teaching reading comprehension.
7. Holding the post-test in order to know the students' reading comprehension after the treatment.

8. Analyzing the data gotten through the pos-test. The data were analyzed by using SPSS (*Statistical Package for the Social Sciences*).
9. Testing the hyphothesis and making the conclusion.
10. Reporting the result of the research.

C. Description of Treatments

The research had been conducted since July 31st, 2017 to August 28th, 2017. This research was conducted in seven meetings (first for try-out pre-test, second for try-out post-test, third for pre-test, fourth until sixth for treatments and seven for post-test). Each meeting was held on 80 minutes. On July 31st 2017 the researcher gave the try-out pre-test and post-test (VIII C and VIII D). On August 2nd, 2017, the researcher administered pre-test in experimental class (VIII K) and control class (VIII G). In the next meeting, the researcher gave the treatments. The treatments were held in three meetings, the first treatment was held on August 7th, 2017, the second treatment was held on August 9th, 2017 and the third treatment was held on August 14th, 2017. After the treatments, the researcher administered the post-test in control class and experimental class on August 16th, 2017.

1. Description of the first treatment

The first treatment was done on August 7th, 2017. The researcher told the students about the material and the focus of the study. Then, the researcher explained about narrative text and gave some examples of text. The reseacher mentioned to the

students about what Two Stay Two Stray Technique is and explained the procedure.

After that, the students were divided into some groups consisted of four members for each group. Then, the students were given a narrative text which must be done. After doing the task, two of the students in each group might move to another group. Then, two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students who moved back to their group must compare their result with the other group result. In the end of discuss, the teacher reviewed their task together with the students.

2. Description of the Second Treatment

The second treatment was done on August 9th, 2017. In this second meeting is better than the first because the students did not feel difficult or misunderstanding anymore. Then, the researcher tried to review about text that they learned in previous meeting. The students were divided into some groups consisted of four members for each group. After that the students were given a narrative text which must be done. After doing the task, two of the students in each group might move to another group. Then, two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students who moved back to their group must compare their result with the other group result. In the end of discuss, the teacher reviewed their task together with the students.

3. Description of the Third Treatment

The third treatment was done on August 14th, 2017. The third meeting made them get used to it because the students felt accustomed in learning reading narrative text through Two Stay Two Stray Technique. Therefore, the researcher did not feel difficult to explain about narrative text and what the students should do while applied Two Stay Two Stray Technique.

In doing the last treatment, the researcher tried to review about text that they learned in previous meeting. The students were divided into some groups consisted of four members for each group. After that the students were given a narrative text which must be done. After doing the task, two of the students in each group might move to another group. Then, two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students who moved back to their group must compare their result with the other group result. In the end of discuss, the teacher reviewed their task together with the students.

The students felt enjoyable with the reading text. It was found that all students involved in the process.

D. Result of the Research

1. Result of Pre-Test

a) Result of Pre-test in Control Class

The pre-test was conducted in order to know students' reading comprehension in narrative text before the treatments given. The researcher conducted the pre-test in control class on August 2nd, 2017. After the score of pre-test was analyzed, the result showed that the mean of pre-test score in control class was 56.41. The score of the students tested in pre-test could be seen in Figure 1.

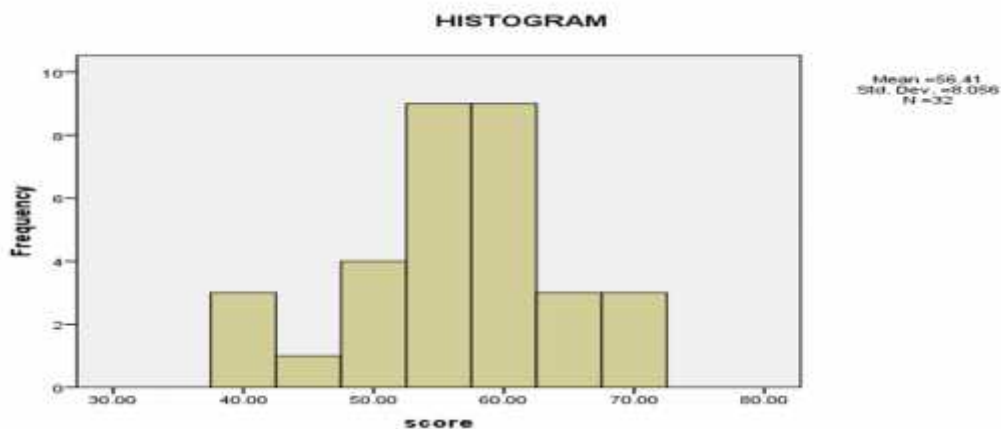


Figure 1
The Result of Pre-test in Control Class

Based on Figure 1, it could be seen that from 32 students, there were 3 students (9%), got score 40; 1 student (3%), got score 45; 4 students (12%), got score 50; 9 students (28%), got score 55; 9 students (28%), got score 60; 3 students (9%), got score 65; 3 student (2%), got score 70; 3 students (9%). It means that before the treatments given there were not any students passed criteria of minimum mastery

(KKM), in this case the standard score of minimum mastery (KKM) in SMPN 20 Bandar Lampung is 72.

Table 10
The Result of the Pre-test in Control Class

N	32
Mean	56.41
Median	55.00
Mode	55
Variance	64.894
Std Deviation	8.05569
Minimum	40
Maximum	70

Based on Table 4.4, it could be seen that N of pre-test in control class was 32, mean of was 56.41, median was 55.00, mode was 55, variance was 64.894, standard deviation was 8.055, minimum score was 40, maximum score was 70. It showed students' reading comprehension before they got the treatments.

b) Result Pre-test in Experimental Class

The researcher conducted the pre-test in experimental class on August 2nd, 2017.

The score of the students tested in pre-test could be seen in Figure 2.

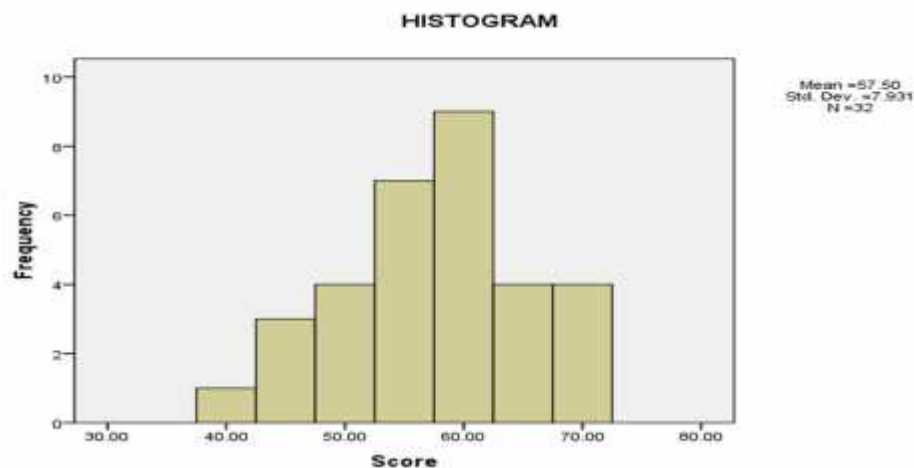


Figure 2
The Result of Pre-test in Experimental Class

Based on Figure 2, it could be seen that from 32 students, there were got score 40; 1 student (3%), got score 45; 3 students (9%), got score 50; 4 students (12%), got score 55; 7 students (21%), got score 60; 9 students (28%), got score 65; 4 student (12%), got score 70; 4 students (12%). It means that before the treatments given there were not any students passed criteria of minmum mastery (KKM) in SMPN 20 Bandar Lampung is 72.

Table 11
The Result of the Pre-test in Experimental Class

N	32
Mean	57.50
Median	60.00
Mode	60
Variance	62.903
Std Deviation	7.93
Minimum	40
Maximum	70

Based on Table 4.5, it could be seen that N of pre-test in control class was 32, mean was 57.50, median was 60.00, mode was 60, variance was 62.903, standard deviation was 7.93, minimum score was 40, maximum score was 70. It showed students' reading comprehension before they got the treatments.

2. Result of Post-test

a) Result of Post-test in Control Class

The researcher administered the post-test in order to know the students' reading comprehension after the treatments given. The post-test was conducted in the control class on August 16th, 2017. The result of post-test showed that the mean score of the post-test in the control class was 64.38. It can be seen in Figure 3.

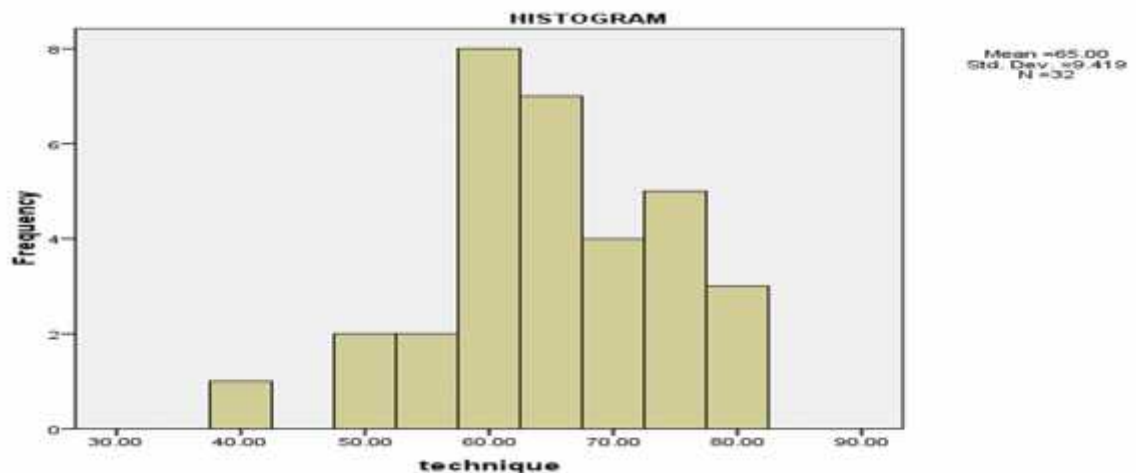


Figure 3
The Result of Post-test in Control Class

Based on Figure 3, it could be seen that from 32 students, there were 1 student (3%), got score 40; 2 students (6%), got score 50; 2 students (6%), got score 55; 8 students (25%), got score 60; 7 students (21%), got score 65; 4 students (12%), got score 70; 5 students (16%), got score 75; 3 students (9%), got score 80. It means that after the treatments given there were only 8 students who passed the criteria of minimum mastery (KKM) and 24 students did not pass the criteria of minimum mastery.

Table 12
The Result of Post-test in Control Class

N	32
Mean	65.00
Median	60.00
Mode	60.00
Variance	88.710
Std Deviation	9.41858
Minimum	40
Maximum	80

Based on Table 4.6, it could be seen that N of pre-test in control class was 32, mean of was 65.00, median was 65.00, mode was 60.00, variance was 88.710, standard deviation was 9.41, minimum score was 40, maximum score was 80. It showed students' reading comprehension after they got the treatments.

b) Result of Post-test in Experimental Class

The researcher administered the post-test in order to know the students' reading comprehension in narrative text after the treatments were given. The post-test was conducted in the experimental class on August 16th, 2017. The result of post-test showed that the mean score of the post-test in the experimental class was 70.62. It can be seen in Figure 4.

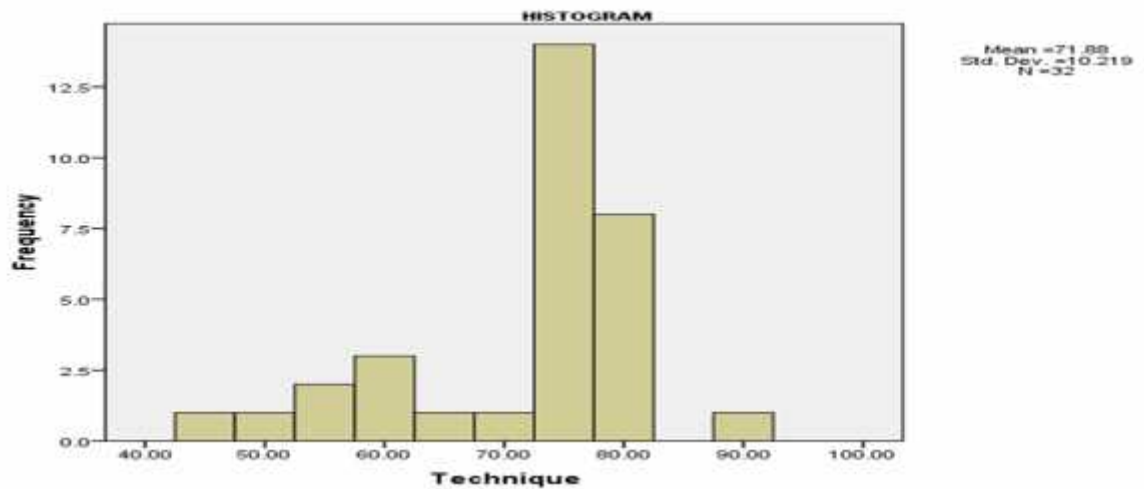


Figure 4
The Result of Post-test in Experimental Class

Based on Figure 4, it could be seen that from 32 students, there were 1 Students (3%), got score 45; 1 students (3%), got score 50; 2 students (6%), got score 55; 3 students (9%), got score 60; 1 students (3%), got score 65; 1 student (3%), got score 70; 14 (43%), got 75, 8 students (25%); got score 80; 1 students (3%), got score 90. It means that after the treatmens given there were 23 students passed the criteria of minimum mastery (KKM) and 9 students did not pass the criteria of minimum mastery. In this case, the standard score criteria of minimum mastery (KKM) in SMPN 20 Bandar Lampung is 72.

Table 13
The Result of Post-test in Experimental Class

N	32
Mean	71.87
Median	75.00
Mode	75.00
Variance	104.43
Std Deviation	10.22

Minimum	45
Maximum	90

Based on Table 4.7, it could be seen that N of pre-test in control class was 32, mean of was 71.87, median was 75.00, mode was 75.00, variance was 104.43, standard deviation was 10.22, minimum score was 45, maximum score was 90. It showed students' reading comprehension after they got the treatments.

E. Result of Data Analysis

1. Fulfillment of the Assumption

a. Result of Normality Test

Normality test was used to know the data have normal distribution or not.

1) The hypotheses for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

2) The test criteria:

H_0 was accepted if $\text{Sig.} > 0.05$

H_a was accepted if $\text{Sig.} < 0.05$

Table 14
The Normality Test of Experimental and Control Class

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score Experimental	.145	32	.086	.954	32	.192
Control	.152	32	.060	.957	32	.277

a. Lilliefors Significance Correction

Based on the Table 4.8, it can be seen that *Sig.* (p_{value}) for experimental class was 0.192 and *Sig.* (p_{value}) for control class was 0.277. Because *Sig.* (p_{value}) of experimental class > 0.05 . It means that H_0 is accepted. The conclusion is that the population is in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

1) The hypotheses are:

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

2) The criteria of the test are as follows:

H_0 is accepted if *Sig.* (p_{value}) > 0.05

H_a is accepted if *Sig.* (p_{value}) < 0.05

Table 15
The Result Homogeneity Test

Nilai

Levene Statistic	df1	df2	Sig.
1.877	1	62	.176

Based on the results obtained in the test of homogeneity test of variances in the coloumn, it could be seen that *Sig.* (P_{value}) = 0.176 > 0.05 . It demonstrated

that H_0 was accepted because $Sig. (Pvalue) > = 0.05$. It means that the variance of the data was homogenous.

c. The Result of Hypothetical Test

After the researcher knew that the data were normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect.

The hypotheses were:

H_a = there is influence of using Two Stay Two Stray Technique towards students' reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bndar Lampung in the academic year 2017/2018.

H_0 = there is no influence of using Two Stay Two Stray Technique towards students' reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bndar Lampung in the academic year 2017/2018.

The criteria of the test are as follows:

H_a is accepted if $Sig. (p_{value}) < = 0.05$

H_0 is accepted if $Sig. (p_{value}) > = 0.05$

Table 16
The Result of Hypothetical Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Nilai Equal variances assumed	1.877	.176	-3.604	62	.001	-7.34375	2.03744	11.41654	13.27096	
Equal variances not assumed			-3.604	57.565	.001	-7.34375	2.03744	11.42279	13.26471	

Based on the results obtained in independent sample t-test in Table 16, that the value of significant generated $Sig. (P_{value}) = 0.001 < \alpha = 0.05$. It means that, H_a is accepted and H_o is rejected. Based on the computation, it could be concluded that there was significant influence of using Two Stay Two Stray Technique towards students' reading comprehension at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year 2017/2018.

F. Discussion

At the beginning, of the research, the researcher explained there were some procedures used to know students' reading comprehension. Some test were conducted to collect the data such as pre-test and post-test. The pre-test was administered to know students' quality in reading comprehension before the students were given treatments by the researcher. The score of pre-test would be used as the students' score before treatments.

The result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 57.50 and the mean score of pre-test in control class was 56.41. Next, after analyzing the data of normality test score, the researcher got that the data were normal. After the normality test, the researcher analyzing the data of homogeneity test and it showed that the data were homogenous.

Furthermore, the students were taught by using Two Stay Two Stray Technique in the experimental class and guided reading in the control class. Before doing Two Stay Two Stray Technique, the researcher explained about Two Stay Two Stray Technique and how we applied the procedure of Two Stay Two Stray Technique.

The last of the research, post-test was given to measure the improvement of students' reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 71.87 and the mean score post-

test in the control class was 65.00. After analyzing the data of normality test, the researcher got that the data were normal distributed. After normality test, the researcher analyzed the data of homogeneity test and the researcher got that the data were homogenous.

According the result of the students' pre-test and post-test score, it shows that the students' post-test is higher than in pre-test. Besides that, the students who were taught by using Two Stay Two Stray Technique felt more interesting, fun and the students were not bored in the classroom during the process of teaching learning because the students became more active in the class.

Based on the calculation of the independent sample test, Sig. (p_{value}) was 0.001 and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$ and H_a is accepted. It means that the treatments had influence of using Two Stay Two Stray Technique towards students' reading comprehension in narrative text, so alternative hypothesis is accepted.

From the explanation above, it can be concluded that there is influence of using Two Stay Two Stray Technique towards students' reading comprehension in narrative text at the first semester of the eighth grade of SMP Negeri 20 Bandar Lampung in the academic year of 2017/2018.

REFERENCES

- Ary, Donald. *et.al.* 2010. *Introduction to Research in Education 8th edition*. Canada: Wadsworth Cengage Learning.
- Anderson, Kathy and Mark Anderson. 2003. *Text Types in English 2*. Chapel Street: Macmilan.
- Brown, H. Douglas. 2003. *Language Assessment : Principles and classroom Practices*. San Fransisco: Longman.
- Creswell, John W. 2012. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson Education.
- Faad Maonde.*et.al.* 2015. “*The Discrepancy of Students’ Mathematic Achievement Trough Cooperative Learning Model, And the Ability in Mastering Language and Science*”,*Vol. 3, No. 1*. Halu Oleo University.
- Fraenkel, Jack R, *et.al.* 2009. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies, 8th edition.
- Grellet, Franqoise. 2001. *Developing Reading Skills*, Cambridge : Cambridge University Press.
- Harmer, Jeremy. 1987. *How To Teach English*. Cambridge: Longman.
- Huda, Miftahul. 2015. *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Jain, M.F. Patel Praveen M. 2008. *English Language Teaching*. Jaipur: Sunrise Publishers and Distributors, Vaishali Nagar.
- Lie, Anita. 2008. *Cooperative Learning*. Jakarta: Grasindo.
- Linse, Caroline T. 2005. *Practical English Language Teaching*. New York: The McGraw-Hill Companies.
- Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge 270 Madison Ave, NY 10016.

- Richards , Jack C. and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Great Britain, Fourth Edition.
- Setiyadi, Ag. Bambang. 2006. *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.
- Siahaan, Sanggam . 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.
- Silberman, Melvin L. 2011. *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nuansa.
- Slavin, Robert E. 2015. *Cooperative Learning Teori, Riset, dan Praktik*, Terj. Narulita Yusron. Bandung: Nusa Media.
- Suyanto Kasihani K.E. 2007. *English for Young Learners*. Jakarta: Bumi Aksara.
- Tankersley, Karen. *The Threads of Reading; Strategies for Literacy Development* ASCD: Alexandria.
- Team of Five. 2006. *Improving Reading skill in English*. Jakarta: Kencana.
- Welliya, Soneta. 2015. *Bahan Ajar Narrative Text*. Jakarta: SMA 78 Jakarta.
- Willis, M. D, Judy. 2008. *Teaching the Brain to Read*. ASCD: Alexandria.
- Yenti. *Document of the English Reading Score of the Eighth Grade* , SMP Negri 20 Bandar Lampung, July 25th 2017.

Appendix 1

THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER IN THE PRELIMINARY RESEARCH

NO	Question	Answer	Conclusion
1	Strategy/teknik Apa yang biasaibuterapkandid alamkelasuntukmengajar BahasaInggristerutamaM embaca (reading) ?	Untuksejauhiniisayatidakmenggunakantechnikhususdalam pengajaranBahasaInggris di kelas VIII (Delapan) terutamamembaca,tetapisayamengajarkansiswa/iuntukpahamanmembacamerekadengancaramemberikanpertanyaantentang teks yang sedang di pelajari.	Guru tidakmemilikiteknikkhusus yang diterapkansaatmengajar di kelas VIII (Delapan) di SMPN 20 Bandar Lampung.
2	Bagaimanaprocedure strategy/ tehnikygibu terapkan tersebut ?	Prosedure nya pertama saya membagi kan lembaran kertas berisi teks pendek biasanya 2 atau 3 paragraph setelah itu saya menyuruh mereka membaca satu baris atau lebih, kemudian saya bertanya tentang teks yang telah siswa baca dan begitu selanjutnya.	Menggunakan teknik reading aloud.

3	Adakah kesulitan kesulitan yang sering ibu alami ketika mengajar membaca dengan strategy/teknik yang ibu terapkan di dalam kelas ?	Kesulitan yang saya alami ketika memberikan tugas kepada siswa/i kurangnya pemahaman text reading terutama <i>narrative text</i> , mereka juga belum paham generic structure suatu text reading tersebut	Faktor utama dari kesulitan guru mengajar adalah Banyak siswa yang belum memahami generic structure text reading terutama pada <i>narrative text</i> .
4	Menurut ibu apakah strategy/teknik yang ibu terapkan kepada siswa/i yang ibu ajarkan pemahaman membaca mereka meningkat lebih baik ?	Menurut saya siswa/i yang memang pintar sudah pasti mereka dengan mudah memahami teks yang saya berikan tetapi bagi siswa/i yang memang malas untuk membaca pemahaman mereka masih sangat kurang.	Lebih banyak siswa yang kurang pemahaman membacanya di bandingkan dengan yang sudah baik pemahaman membacanya.
5	Sejauh ini bagaimana penilaian ibu tentang kemampuan pemahaman membaca siswa/i di dalam kelas ?	Saya menilai siswa/i yang memang aktif di kelas, sudah sedikit lumayan pemahaman mereka tetapi lebih banyak yang tidak mampu memahami teks bacaan yang saya berikan selama ini, itu saya buktikan ketika saya menugaskan tugas-tugas mereka karena setiap saya memberikan tugas lebih banyak yang mendapatkan nilai yang kecil dibandingkan nilai yang tinggi.	Nilai pemahaman membaca siswa Masih rendah.

--	--	--	--

APPENDIX 2

THE RESULT OF INTERVIEW WITH THE STUDENT IN THE PRELIMINARY RESEARCH

NO	Question	Answer	Conclusion
1	Apapanggilan kalian kepadaibuYenti guru BahasaInggris yang mengajarkalian ?	Biasamemanggilnyadenganpan ggilan“Mem”sesuai yang MemYentimintawaktuawalpert emuandulu.	Mereka biasa menyapanya dengan sebutan Mem Yenti.
2	ApakahMemYentime ngajarBahasaInggris Menyenangkan ?	Lumayanmenyenangkantetapi kadangjugatidak, karenaBahasaInggrispelajaran yang sulitbagi kami, dan kami tidakmenyukaipelajaranBahasa Inggris	<p>Permasalahan siswa :</p> <ol style="list-style-type: none"> 1. Siswabanyak yang menganggap PelajaranBah asaInggrisseb agaipelajaran yang sulitsehingga mereka sulit juga untuk memahami konteks kalimat yang siswa baca. 2. Siswajugamasihbanyak yang kurangmenyukaipelajar anBahasaInggrisdanitub erdampakjugadenganpe mahamanmembacasiswa.
3	Bagaimanaperasaanka mudidalamkelasketika belajarBahasaInggrisd enganMemYenti ?	Kami kadang-kadangtidakbetahingincepatsel esai, Ingingcepatistirahatketika jam	Kurangmenariknyastrategy yang guru terapkanmembuatsiswabosa nsaat proses

		pelajaran sedang berlangsung, dan ada perasaan takut ketika di suruh membaca dan menjawab pertanyaan yang di berikan.	belajar Bahasa Inggris berlangsung
4	Menurut kamu apakah kamu sudah mampu memahami teks yang diberikan Mem Yenti ketika memberikan tugas ?	Kadang-kadang kami tidak memahami karena kami tidak tau banyak dari kosakata Bahasa Inggris jadi sering tidak maksud apa yang di suruh Mem Yenti. Kami juga malas membaca karena tidak mengerti arti dari teks dan kami juga malas jika terlalu sering membuka kamus.	Banyak siswa yang masih sulit memahami sesuatu yang siswa baca karena selain mereka malas, siswa juga tidak memiliki banyak pengetahuan kosakata Bahasa Inggris yang dikuasai.
5	Selama ini apa yang membuat kamu sulit untuk memahami teks yang kamu baca?	Kami tidak memiliki banyak trik atau cara menjawab soal membaca text ini dan karena susah untuk di pelajari jadi kami malas belajar Bahasa Inggris, dan kami malas membaca text Bahasa Inggris karena sulit untuk di pahami.	Siswa tidak banyak memiliki pengetahuan kosakata Bahasa Inggris, dan membuat siswa malas untuk membaca teks yang di berikan guru secara sungguhan, sehingga membuat siswa kurang pemahaman dalam membaca.
6	Strategi/teknik apa yang Mem Yenti gunakan dalam mengajarkan teks prose dan misal ada strategy kah ?	Tidak ada strategi/teknik belajar khusus	Guru tidak menggunakan strategi atau teknik mengajar yang menarik

APPENDIX 3

The Result of Validation form for Reading Test for Pre-test

Direction: For each statement, please give your response by ticking () a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apa alokasi waktu sudah cukup?			
4	Apakah items number sudah sesuai dengan aspect no 1?			
5	Apakah items number sudah sesuai dengan aspect no 2?			
6	Apakah items number sudah sesuai dengan aspect no 3?			
7	Apakah items number sudah sesuai dengan aspect no 4?			
8	Apakah items number sudah sesuai dengan aspect no 5?			
9	Apakah items number sudah sesuai dengan aspect no 6?			
10	Apakah items number sudah sesuai dengan aspect no 7?			
11	Apakah items number sudah sesuai dengan aspect no 8?			

General comments:

Please give any general comment or suggestion you may have concerning this test development.

.....

Bandar Lampung, November 2017

Validator

Yenti, S.Pd

NIP. 19751009 20100 1 200

APPENDIX 4

The Result of Validation form for Reading Test for Post-test

Direction: For each statement, please give your response by ticking () a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apa alokasi waktu sudah cukup?			
4	Apakah items number sudah sesuai dengan aspect no 1?			
5	Apakah items number sudah sesuai dengan aspect no 2?			
6	Apakah items number sudah sesuai dengan aspect no 3?			
7	Apakah items number sudah sesuai dengan aspect no 4?			
8	Apakah items number sudah sesuai dengan aspect no 5?			
9	Apakah items number sudah sesuai dengan aspect no 6?			
10	Apakah items number sudah sesuai dengan aspect no 7?			
11	Apakah items number sudah sesuai dengan aspect no 8?			

General comments:

Please give any general comment or suggestion you may have concerning this test development.

.....

Bandar Lampung, November 2017

Validator

Yenti, S.Pd

NIP. 19751009 20100 1 200

APPENDIX 5

Students' Reading Score Of The Eighth Grade Of SMP Negeri 20 Bandar Lampung

VIII A

No	Names	Score
1.	A.Omar Fadhil	60
2.	Agung Dewi Prasetyo	65
3.	Akhmad Aditya Fernando	65
4.	Anisa Rahayu	75
5.	Dadang Priono	70
6.	Dwi Mustika Rahayu	70
7.	Erwin Daratama	75
8.	Faisal Kurniawan	80
9.	Fauzi Rahmat Dhani	65
10.	Ffitianil Aziz	85
11.	Jeni Sесilia Marbun	85
12.	Jenny Indriani Putri	75
13.	Joeti Kajaba Lanomerata	70
14.	Juliyah Isnahatul	55
15.	Mariha Salimah	60
16.	Muhammad Rizki	75
17.	Muhammad Aprizal	80
18.	Muhammad Azmi Nurzaman	80
19.	Muhammad Noer Khadafi	85
20.	Rifky Tegar Maulana	90
21.	Risqon Thoriq	75
22.	Rita Purnama Sari	80
23.	Rofah Okta Purnami	65
24.	Rohim Efendi	65
25.	Ryan Hardiyansyah	75
26.	Sadila Faqina	70
27.	Salma Ayunisa	65
28.	Salsabila Dwi Cahya	80
29.	Salsabila Farah Aryanie	65
30.	Tomi Haryanto	70

VIII B

No	Names	Score
1.	Adi Chandra	75
2.	Ahmad Novian	65
3.	Alin Ruliati	80
4.	Amelia Eldies Pratiwi	65
5.	Andre Syaiful Anwar	70
6.	Andreansyah Pramana	75
7.	Arum Ningsih	70
8.	Ayub Napitu	70
9.	Dimas Arya Wijaya	60
10.	Dwi Gita Pratiwi	65
11.	Haris Munandar	70
12.	Hasanudin	55
13.	Jimi Pratama	80
14.	Kristina Benita Ariani	75
15.	M. Arief Ragil	75
16.	M. Aufa Ramadhani	55
17.	M. Fadillah	65
18.	M. Henggi Panggar Pratama	75
19.	M. Rifki Surya	80
20.	Melati	70
21.	Miftahul Janah	85
22.	Muhammad Hasbi Pratama	55
23.	Nadia Tri Lestari	65
24.	Rahman Saputra	70
25.	Rahmat Khoirulloh	70
26.	Rizki Ananda Putra	65
27.	Rizma Ardelia	55
28.	Sellfhia Ferlianie	70
29.	Septi Safiah Putri	85
30.	Tasya Amanda Salsabila	60
31.	Vito Al-Rasyid Syahputra	65
32.	Wahyu Pratama	70

VIII C

No	Names	Score
1.	Abdul Rohman	70
2.	Brillan Moza	75
3.	Danu Syahputra	65
4.	Debi Fitriani	65
5.	Desti Ismawati	75
6.	Diah Ayu Fatika	70
7.	Eka Putri	80
8.	Eriyani Erman	70
9.	Fadly Ahmad Giffani	50
10.	Faridh Ahmad Yusuf	75
11.	Ferdiansyah	75
12.	Fikri Haykal	55
13.	Fikri Yoga	60
14.	Haniyyah	55
15.	Imam Darmawan	70
16.	Kadek Bekina	70
17.	Koko Abi Manyu	80
18.	Laksamana Krida Shidqi	70
19.	Lydia Anzani	75
20.	Muhammad Febri Ardiyan	75
21.	Muhammad Riski	65
22.	Okta Viano Rama Dani	80
23.	Putri Liani	75
24.	Revita Pratama	75
25.	Renaldi Ramadhan	70
26.	Reza Oktavia	60
27.	Ramadhani	70
28.	Rizki Nadya Putri	55
29.	Selviyana Saputri	65
30.	Susi Susanti	55
31.	Widya Ramadhani	65
32.	Widiya Selvia Dewi	50

VIII D

No	Names	Score
1.	Adam Fadil Gibran	80
2.	Agung Rizkianto	50
3.	Aini Setia Purwaningrum	75
4.	Anatasya Nastiti	70
5.	Andika Affi Maulana	75
6.	Anwari Febriansyah	85
7.	Arum Sinta Wati	70
8.	Eva Melati Sukma	80
9.	Erna Setia Wati	75
10.	Fery Firdaoes	65
11.	Gilang Wicaksono	70
12.	Guntur Ari	70
13.	Jingga Novelan	75
14.	Liresna Setiaji	75
15.	Muhammad Ilham	70
16.	Muhammad Ikmal	70
17.	Muhammad Iqbal	75
18.	Muhammad Isnaini	75
19.	Nabilla Irma Wardiana	60
20.	Naila Amanda Pratiwi	55
21.	Naura Rensi Ramadhani	70
22.	Nora Zahwa Sainal	70
23.	Okta Wina Prima Dani	80
24.	Pingkan Ayu Novida	75
25.	Putri Ayu Trianti	65
26.	Putri Nur Azizah	75
27.	Rahayu Tianingsih	65
28.	Regita Cahyani	65
29.	Reno Saputra	55
30.	Ria Sari	75
31.	Rio Cahya	75
32.	Sevi Selvia	60

VIII E

No	Names	Score
1.	Adi Permana	80
2.	Adiska Viska	70
3.	Agung Wilis	75
4.	Ahmad Reza Antoni	75
5.	Ahmad Zailani	65
6.	Aisyah Permata Islami	65
7.	Ajeng Nabila Naura	75
8.	Alma Tita Assyfa	65
9.	Amalia Nasywa Bevani	75
10.	Amellia Sevr	60
11.	Annisa Sholida	65
12.	Ardayanto	80
13.	Asila Malikiana	65
14.	Aulia Ramadhani	75
15.	Aura Choirunisa	55
16.	Bunga Fintari	65
17.	Dhea Alfiana	75
18.	Erika Wulandari	70
19.	Fikri Fadil	80
20.	Heri Fitriyono	70
21.	Ilham Azrai	80
22.	Junica Anugrah	70
23.	M. Antoni Putra	65
24.	M. Daffa Reyhan	65
25.	Naila Anindhiya	75
26.	Rahmanda	65
27.	Resa Gifia Maulina	75
28.	Rival Aristya	70
29.	Salsabila Rahma	70
30.	Siti Riani	70
31.	Adi Permana	75

VIII F

No	Names	Score
1.	Ahmad Farhan	75
2.	Ahmad Jazili	65
3.	Ahmad Raihan	80
4.	Aisyah Hilwa Nabila	65
5.	Alishaa Zahra Alifia	70
6.	Andika Riyandi Akram	75
7.	Andina Putri Wijayanti	70
8.	Aqila Salsabila	70
9.	Athala Vifari	65
10.	Citra Putri Berlita	65
11.	Dara Mutia Puri	70
12.	Desika Fitriana	55
13.	Desya Aina Mesya	80
14.	Dhirfhan Ramadhan	75
15.	Fatiha Rizky	75
16.	Fatimah Stomo	55
17.	Feliza Amandavega	65
18.	Imam Rizki Alpalupi	70
19.	M. Fajri Andino	80
20.	Muhammad Aditya	70
21.	Muhammad Rifqi Afta	75
22.	M Azizan Habibi	55
23.	Mutia Diahannur	65
24.	Nabila Sudestia	70
25.	Nurhayatul Kamilah	70
26.	Rhaditya Al Raffi	75
27.	Shefiya Meilita	55
28.	Siti Hanna Fahzoma	65
29.	Siti Hanni Fahzoma	65
30.	Tiara Maharani	70
31.	Trie Arief Rachman	65

VIII G

No	Names	Score
1.	Adhira Yepi Rabbani	70
2.	Ahmad Rabin	75
3.	Alif Arga Mulya	65
4.	Amanda Goliadamayanti	65
5.	Angga Jouerna Sinuraya	75
6.	Anggun Nikita Khairunisa	70
7.	Dika Nurfadilah	80
8.	Edho Cahaya Utama	70
9.	Hana Atikah	50
10.	Hrdiana Sari	75
11.	Indah Hafidhotun Nisa	75
12.	Irma Cahya Utami	55
13.	Jessica Amelia Putri	80
14.	M. Aris	55
15.	M. Ilham Salabi	70
16.	M. Paelatur Rohman	70
17.	M. Farid Ramadhan	80
18.	M. Rizqii Adilla	70
19.	Muhammad Zufar	75
20.	Nabila Amanda Sofiyani	75
21.	Nevy Nasya Berintan	65
22.	Nova Amelia Romadona	70
23.	Nur Rizki Aditia	70
24.	Putu Ayu Adelia	75
25.	Robbi Ardana Kusuma	70
26.	Sigit Trianto	60
27.	Hana Atikah Imtinan	75
28.	Wahyu Herianto	55
29.	Yashinta Wijaya	65
30.	Yohanes Indra Pramudya	55
31.	Yosse Elsanía	60
32.	Zahwa Qorah	75

VIII H

No	Names	Score
1.	Abdul Hamid	80
2.	Adam Cahyo Satrio	50
3.	Adi Saputra	75
4.	Ahmad Arif Sopiyan	65
5.	Aldi Sumarno	75
6.	Anisa Nabila	65
7.	Antika	75
8.	Asri Gita Cahyani	65
9.	Danil Nata Rizki	75
10.	Fara Khalisah	65
11.	Ira Andini Asril	70
12.	Ira Tri Rahmawati	70
13.	Irgi Oka Pratama	75
14.	Jasmine Mutmaina	75
15.	Karnila Ardiyanti	70
16.	Kusuma Janti Prabawani	80
17.	M. Danu Rianto	75
18.	M. Harya Ramadhani	65
19.	M. Riiski Haryanto	80
20.	Meysi Apriliani	65
21.	Muhammad Soni	70
22.	Nopita Sari	70
23.	Oase Ardaffa Rahmatan	80
24.	Reni Apriyani	55
25.	Ridho Martin Saputra	65
26.	Salsabila Franchicka Mz	65
27.	Silvanoeriko Apriliano	65
28.	Sofia Dwi Safitri	65
29.	Sufitri Tunjung Sari	75
30.	Winanda Pratama	65

VIII I

No	Names	Score
1.	Ahmad Yani	70
2.	Akbar Lehansyah	75
3.	Akbar Mahesa	65
4.	Aldi Junizar Pasni	65
5.	Alfin Firmansyah	75
6.	Arsyra Ghaidashafa	70
7.	Candeni Sahera	80
8.	Dandi Robbiyansyah	70
9.	Eka Seeptiana	50
10.	Eko Mardiyanto	75
11.	Elvina Damayanti	75
12.	Erlangga Juliano Zaneti	55
13.	Galuh Sekar Yuwana	60
14.	Ibnu Latif	55
15.	Kadek Chindi Delyana	70
16.	Lia Anatasya Marbun	70
17.	M. Rizki Andrean	80
18.	Marsel Rafi Pratama	70
19.	Melica Hokie Nasti	75
20.	Melisa Anggraeni	75
21.	Muhammad Khoiri Ayub	65
22.	Nadia Dhannov	80
23.	Puja Dwi Lestari	75
24.	Putri Helen Zayanah	75
25.	Rizka Dwi Dayanti	70
26.	Soleman	60
27.	Suci Amelia Harahap	70
28.	Syaidina Arya Dita	75
29.	Tiara Suci Novita Denti	65

VIII J

No	Names	Score
1.	Agung Rizki	80
2.	Ahmat Ucy Giyanto	50
3.	Alfiana Damayanti	75
4.	Amanda Aprilia Harahap	70
5.	Ananta Putri Wulan Sari	75
6.	Apriliani	85
7.	Ari Nur Wicaksono	70
8.	Bayu Setiadi	80
9.	Chandry Kumara	75
10.	Chika Khairunnisa	65
11.	Danan Firdan Rishanda	70
12.	Denny Wijaya	70
13.	Dwiriska Putri Nanda	75
14.	Faizal Febriansyah	75
15.	Hasiatun Hasanah	70
16.	Irfan Syeh Maulana Yusuf	70
17.	Jenny Sherlina	75
18.	Muhammad Raihan	75
19.	M. Hafis Hamim	60
20.	M. Ilham Indra	55
21.	Marselawati	70
22.	Muhammad Prayogi	70
23.	Natasya Permatasari	80
24.	Nazar Sukma Tri Kurnia	75
25.	Niafitriani	65
26.	Rafiqul Hamdi	70
27.	Renaldi Fernando	65
28.	Rohmani	65
29.	Sarju Arfian	55
30.	Sylviani Prima Astuti	70

VIII K

No	Names	Score
1.	Aris Dwi Saputro	70
2.	Arco Divia Prazani	75
3.	Arif Indrawan	65
4.	Cindy Dian Lestari	65
5.	Deni Rahmawan	75
6.	Ferdi Yansyah	70
7.	Hadi Santoso	80
8.	Irfan Fatihan Ahsan	70
9.	Kamelia Agustina	50
10.	Kamila Apriliani Amara	75
11.	Lazuardi Nurrafla	75
12.	M. Farhan Ridho	55
13.	M. Hennanda P.	80
14.	M. Juliansya Putra	55
15.	M.Zakky Mubarak	70
16.	Nabila Rahmah	70
17.	Nizla Azzahra Delina	80
18.	Riska Oktavia	70
19.	Riska Yuliana	75
20.	Rizky Ardhian	75
21.	Rofila Syahda Azaria	65
22.	Siti Romlah	70
23.	Siya Sari	70
24.	Sulthan Zacky Ramadhan	75
25.	Syahrin Oktama	70
26.	Trisia Fira Adela	60
27.	Uswatun Nisa	75
28.	Wahyu Rivandi	55
29.	Yasmeen Basir	65
30.	Yani Salsabila	75
31.	Yesi Amalia	60
32.	Yoga Pratama	75

VIII L

No	Names	Score
1.	Aas Rizki Eka Putra	80
2.	Adila Zahrah Fasya	50
3.	Afif Al Ksidmi	75
4.	Afrizal Yogi Pratama	65
5.	Ahmad Hakim	75
6.	Amelia Salsabila Vega	65
7.	Anggun Salsabila	75
8.	Annisa Annandita F	65
9.	Citra Wati	75
10.	Dea Yolanda	65
11.	Desti Fitria	70
12.	Dhaniy Ghufroon	70
13.	Ega Berliana	75
14.	Eri Amirudin	75
15.	Fernanda Alfajri	70
16.	Galuh Arsi	80
17.	Masnun Amaliyah	75
18.	Mellin Puspita Sari	65
19.	Muhammad Ivan	80
20.	Muhammad Aditya Novia Sani	65
21.	Muhammad Al Farizi	70
22.	Muhammad Daffa H	70
23.	Muhammad Dzaky	70
24.	Muhammad Fadil Fadillah	55
25.	Muhammad Fahrezy	65
26.	Najwa Trisqina	65
27.	Reggina Adillah Salsabila	65
28.	Revita Zalsyabila Maharani	65
29.	Sari Rahma Dona	70
30.	Shinta Eriyanama Putri	65

VIII M

No	Names	Score
1.	Ade Indra Wijaya	70
2.	Adi Gunawan	75
3.	Ahmad Deden Afendi	65
4.	Ananda Satria Chania	65
5.	Angga Febriansyah	75
6.	Annisa Nanda Putri	70
7.	Annisa Naura Aulia	80
8.	Ayu Udiyanti	70
9.	Cindy Marsela	50
10.	Dea Anisandra	75
11.	Dewi Kusumawati	75
12.	Dewi Safitiri	55
13.	Dimas Hermawan	60
14.	Dinda Ayu Afsabila	55
15.	Efrosina Yolandita	70
16.	Elfan Samalo	70
17.	Ericha Margaretha Lestari	80
18.	Faksi Erlangga	70
19.	Febri Darmansyah	75
20.	Habib Fatbullah	75
21.	Intan Dwi Yulianti	65
22.	Lulu Apriani	80
23.	M. Malik	75
24.	M. Ridho Afriansyah	65
25.	Melynda Irmawati	70
26.	Mira Latifa	60
27.	Muhammad Leo Rizky	70
28.	Paksi Adi Putra	55
29.	Riyan Ardiansyah	65
30.	Safitri Nurmala Sari	55

VIII N

No	Names	Score
1.	Adam Ramadhani	80
2.	Adesta Fiqriyanto	50
3.	Agus Riyan Syah	75
4.	Apriyadi	70
5.	Apriza Damayanti	75
6.	Ari Prastyo	85
7.	Armudian Maharani P	70
8.	Bagas Aji Saputra	80
9.	Dian Qori Handayani	75
10.	Fitra Ramadani	65
11.	Haris Yusril Saputra	70
12.	Kharia Pinasti	70
13.	Maryuni	75
14.	Mela Maydinda Putri	75
15.	Nabila Az-Zahra	70
16.	Nurdalina Sihotang	70
17.	Oki Sanjaya	75
18.	Oktaria Nursita	75
19.	Putri Ayuda	60
20.	Rafli Adam Purnomo	55
21.	Revin Hariyandi S	70
22.	Rizqi Mubarak	70
23.	Septi Nursanti	80
24.	Serlina	75
25.	Shinta Ayu Komala	65
26.	Sulaiman Ariffin	70
27.	Tri Indra Kurniawan	65
28.	Wahyu Saputra	65
29.	Winda Aditiyah Defrika	55
30.	Yuniar Marta	70

Bandar Lampung,

English Teacher

Yenti, S.Pd

NIP. 19751009 20100 1 200

APPENDIX 6

The Name of Students in Pre-Test Try-Out Class (VIII.A)

No.	Name	Students' Code
1	A.Omar Fadhil	TO- 1
2	Agung Dewi Prasetyo	TO- 2
3	Akhmad Aditya Fernando	TO- 3
4	Anisa Rahayu	TO- 4
5	Dadang Priono	TO- 5
6	Dwi Mustika Rahayu	TO- 6
7	Erwin Daratama	TO- 7
8	Faisal Kurniawan	TO- 8
9	Fauzi Rahmat Dhani	TO- 9
10	Ffitianil Aziz	TO- 10
11	Jeni Sesilia Marbun	TO- 11
12	Jenny Indriani Putri	TO-12
13	Joeti Kajaba Lanomerata	TO- 13
14	Juliyah Isnahatul Muasofah	TO- 14
15	Mariha Salimah	TO- 15
16	Muhammad Rizki Arrsyuda	TO- 16
17	Muhammad Aprizal	TO- 17
18	Muhammad Azmi Nurzaman	TO- 18
19	Muhammad Noer Khadafi	TO- 19
20	Rifky Tegar Maulana	TO- 20
21	Risqon Thoriq	TO- 21
22	Rita Purnama Sari	TO- 22
23	Rofah Okta Purnami	TO- 23
24	Rohim Efendi	TO- 24
25	Ryan Hardiyansyah	TO-25
26	Sadila Faqina	TO-26
27	Salma Ayunisa	TO-27
28	Salsabila Dwi Cahya	TO-28
29	Salsabila Farah Aryanie	TO-29
30	Tomi Haryanto	TO-30

The Name of Students in Post-Test Try-Out Class (VIII.B)

No	Name	Students' Code
1	Adi Chandra	TO- 1
2	Ahmad Novian	TO- 2
3	Alin Ruliati	TO- 3
4	Amelia Eldies Pratiwi	TO- 4
5	Andre Syaiful Anwar	TO- 5
6	Andreansyah Pramana	TO- 6
7	Arum Ningsih	TO- 7
8	Ayub Napitu	TO- 8
9	Dimas Arya Wijaya	TO- 9
10	Dwi Gita Pratiwi	TO- 10
11	Haris Munandar	TO- 11
12	Hasanudin	TO-12
13	Jimi Pratama	TO- 13
14	Kristina Benita Ariani Girsan	TO- 14
15	M. Arief Ragil	TO- 15
16	M. Aufa Ramadhani	TO- 16
17	M. Fadillah	TO- 17
18	M. Henggi Panggar Pratama	TO- 18
19	M. Rifki Surya	TO- 19
20	Melati	TO- 20
21	Miftahul Janah	TO- 21
22	Muhammad Hasbi Pratama	TO- 22
23	Nadia Tri Lestari	TO- 23
24	Rahman Saputra	TO- 24
25	Rahmat Khoirulloh	TO- 25
26	Rizki Ananda Putra	TO- 26
27	Rizma Ardelia	TO-27
28	Sellfhia Ferlianie	TO-28
29	Septi Safiah Putri	TO-29
30	Tasya Amanda Salsabila	TO-30
31	Vito Al-Rasyid Syahputra	TO-31
32	Wahyu Pratama	TO-32

The Name of Students in Experimental Class (VIII.K)

No.	Name	Students' Code
1	ARIS DWI SAPUTRO	C- 1
2	ARCO DIVIA PRAZANI	C- 2
3	ARIF INDRAWAN	C- 3
4	CINDY DIAN LESTARI	C- 4
5	DENI RAHMAWAN	C- 5
6	FERDI YANSYAH	C- 6
7	HADI SANTOSO	C- 7
8	IRFAN FATIHAN AHSAN	C- 8
9	KAMELIA AGUSTINA	C- 9
10	KAMILA APRILIA AMARA	C- 10
11	LAZUARDI NURRAFLI	C- 11
12	M. FARHAN RIDHO	C- 12
13	M. HENNANDA P.	C- 13
14	M. JULIANSYAH PUTRA	C- 14
15	M.ZAKKY MUBAROK	C- 15
16	NABILAH RAHMAH	C- 16
17	NIZLA AZZAHRA DELINA	C- 17
18	RISKA OKTA VIA	C- 18
19	RISKA OKTA VIA	C- 19
20	RIZKY ARDHIAN	C- 20
21	ROFILA SYAHDA AZARIA	C- 21
22	SITI ROMLAH	C- 22
23	SIYA SARI	C- 23
24	SULTHAN ZACKY RAMADHAN PUTRA	C- 24
25	SYAHRUN OKTAMA	C- 25
26	TRISIA FIRA ADELA	C- 26
27	USWATUN NISA	C- 27
28	WAHYU RIVANDI RAMADHAN	C- 28
29	YASMEEN BASIR ALMADANIAH	C- 29
30	YANI SALSABILA	C- 30
31	YESI AMALIA	C- 31
32	YOGA PRATAMA	C- 32

The Name of Students in Control Class (VIII.G)

No.	Name	Students' Code
1	ADHIRA YEPI RABIH RABBANI	C- 1
2	AHMAD RABIN	C- 2
3	ALIF ARGA MULYA	C- 3
4	AMANDA GOLIA DAMAYANTI	C- 4
5	ANGGA JOURENA SINURAYA	C- 5
6	ANGGUN NIKITA KHAIRUNISA	C- 6
7	DIKA NURFADILA	C- 7
8	EDHO CAHAYA UTAMA	C- 8
9	HANA ATIKAH IMTINAN	C- 9
10	HARDIANA SARI	C- 10
11	INDAH HAFIDHOTUN NISA	C- 11
12	IRMA CAHYA UTAMI	C- 12
13	JESSICA AMELIA PUTRI	C- 13
14	M. ARIS	C- 14
15	M. ILHAM SALABI	C- 15
16	M. PAELTUR ROHMAN	C- 16
17	M. FARID RAMADHAN	C- 17
18	M. RIZQI ADILLA	C- 18
19	MUHAMMAD ZUFAR	C- 19
20	NABILA AMANDA SOFYANI	C- 20
21	NEVY NASHYA BERINTAN	C- 21
22	NOVA AMELIA ROMADONA	C- 22
23	NUR RIZKI ADITIA	C- 23
24	PUTU AYU ADELIA	C- 24
25	ROBBI ARDANA KUSUMA	C- 25
26	SIGIT TRIANTO	C- 26
27	HANA ATIKAH IMTINAN	C- 27
28	WAHYU HERIANTO	C- 28
29	YASHINTA WIJAYA	C- 29
30	YOHANES INDRA PRAMUDYA	C- 30
31	YOSSE ELSANIA	C- 31
32	ZAHWA QORAH	C- 32

APPENDIX 7

Recapitulation Item of Pre-Test Try-Out

Rata-rata = 24.00

Simpang Baku = 3.96

Korelasi XY = 0.53

Realibilitas Tes = 0.70

Butir Soal = 40

Jumlah Subyek = 32

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	28.57	Sangat Mudah	0.570	Sangat Signifikan
2	0.00	Sedang	0.088	-
3	28.57	Sukar	0.069	-
4	42.86	Sangat Mudah	0.444	Sangat Signifikan
5	14.29	Sukar	0.052	-
6	14.29	Sangat Mudah	0.316	Signifikan
7	-28.57	Sangat Sukar	-0.254	-
8	0.00	Sangat Mudah	NAN	NAN
9	85.71	Sedang	0.436	Sangat Signifikan
10	42.86	Sukar	0.335	Sangat Signifikan
11	57.14	Sedang	0.589	Sangat Signifikan
12	14.29	Sedang	0.222	-
13	-14.29	Mudah	-0.103	-
14	-42.86	Sukar	-0.335	-
15	14.29	Sangat Mudah	0.159	-
16	57.14	Mudah	0.459	Sangat Signifikan
17	0.00	Sukar	0.121	-
18	71.43	Sedang	0.464	Sangat Signifikan
19	28.57	Sangat Mudah	0.570	Sangat Signifikan
20	85.71	Sedang	0.603	Sangat signifikan
21	14.29	Mudah	0.184	-
22	00.00	Sedang	0.603	Signifikan
23	14.29	Sedang	0.222	-
24	-42.86	Sangat Sukar	-0.444	-

25	57.14	Sedang	0.516	Sangat Signifikan
26	0.00	Mudah	0.026	-
27	0.00	Sangat Mudah	NAN	NAN
28	-28.57	Sukar	-0.314	-
29	14.29	Sangat Mudah	0.526	Sangat Signifikan
30	0.00	Sedang	0.155	-
31	85.71	Sedang	0.709	Sangat Signifikan
32	14.29	Sangat Mudah	0.526	Sangat Signifikan
33	42.86	Mudah	0.276	-
34	28.57	Sedang	0.608	Sangat signifikan
35	57.14	Mudah	0.490	Sangat Signifikan
36	42.86	Sangat Mudah	0.413	Sangat Signifikan
37	00.00	Sangat Mudah	0.145	-
38	00.00	Mudah	0.111	-
39	57.14	Sedang	0.473	Sangat Signifikan
40	71.43	Mudah	0.628	Sangat Signifikan

APPENDIX 8

Recapitulation Item of Post-Test Try-Out

Rata-rata = 25.00

Simpang Baku = 4.72

KorelasiXY = 0.70

Realibilitas Tes = 0.82

Butir Soal = 40

Jumlah Subyek = 32

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	28.57	Sangat Mudah	0.780	Sangat Signifikan
2	14.29	Sangat Mudah	0.234	-
3	14.29	Sangat Mudah	0.562	Sangat Signifikan
4	28.57	Sangat Mudah	0.780	Sangat Signifikan
5	14.29	Sedang	0.252	-
6	14.29	Sangat Mudah	0.519	Sangat Signifikan
7	14.29	Sangat Mudah	0.562	Sangat Signifikan
8	71.43	Sedang	0.501	Sangat Signifikan
9	-14.29	Sukar	-0.197	-
10	42.86	Mudah	0.591	Sangat Signifikan
11	28.57	Sedang	0.133	-
12	71.43	Mudah	0.770	Sangat Signifikan
13	57.14	Sedang	0.559	Sangat Signifikan
14	42.86	Sedang	0.118	-
15	14.29	Sangat Mudah	0.173	-
16	-14.29	Sangat Sukar	0.052	-
17	14.29	Sangat Mudah	0.562	Sangat Signifikan
18	42.86	Sedang	0.171	-
19	42.86	Mudah	0.461	Sangat Signifikan
20	0.00	Sangat Mudah	-0.062	-
21	57.14	Mudah	0.553	Sangat Signifikan
22	28.57	Sukar	0.237	-
23	28.57	Mudah	0.507	Sangat Signifikan

24	42.86	Mudah	0.675	Sangat Signifikan
25	14.29	Sangat Mudah	0.562	Sangat Signifikan
26	28.57	Sedang	0.137	-
27	42.86	Sukar	0.296	-
28	28.57	Sukar	0.274	-
29	42.86	Mudah	0.485	Sangat Signifikan
30	14.29	Sedang	0.133	-
31	0.00	Sangat Sukar	NAN	NAN
32	14.29	Sedang	-0.185	-
33	14.29	Sangat Sukar	0.218	-
34	0.00	Sangat Sukar	0.078	-
35	14.29	Sangat Mudah	0.562	Sangat Signifikan
36	28.57	Sangat Mudah	0.624	Sangat Signifikan
37	28.57	Sangat Sukar	0.286	-
38	-14.29	Sangat Sukar	-0.031	-
39	42.86	Mudah	0.738	Sangat Signifikan
40	42.86	Mudah	0.461	Sangat Signifikan

APPENDIX 9

The Score of Pre-test and Post-test in Experimental Class (VIII K)

NO	NAME	PRE	POST	GAIN
1	Aris Dwi Saputro	55	75	20
2	Arco Divia Prazani	60	60	0
3	Arif Indrawan	45	45	0
4	Cindy Dian Lestari	70	75	5
5	Deni Rahmawan	50	55	5
6	Ferdi Yansyah	70	80	10
7	Hadi Santoso	70	75	5
8	Irfan Fatihan Ahsan	60	75	15
9	Kamelia Agustina	60	75	15
10	Kamila Apriliani Amara	55	65	10
11	Lazuardi Nurrafli	50	70	20
12	M. Farhan Ridho	55	75	20
13	M. Hennanda P.	70	80	10
14	M. Juliansya Putra	45	60	15
15	M.Zakky Mubarak	55	80	25
16	Nabila Rahmah	60	75	15
17	Nizla Azzahra Delina	65	80	15
18	Riska Oktavia	60	80	20
19	Riska Yuliana	50	70	20
20	Rizky Ardhian	45	55	10
21	Rofila Syahda Azaria	60	75	15

22	Siti Romlah	60	80	20
23	Siya Sari	65	75	10
24	Sulthan Zacky Ramadhan	60	80	20
25	Syahrin Oktama	55	80	25
26	Trisia Fira Adela	65	80	15
27	Uswatun Nisa	65	90	25
28	Wahyu Rivandi	55	80	25
29	Yasmeen Basir	40	50	10
30	Yani Salsabila	50	70	20
31	Yesi Amalia	60	75	15
32	Yoga Pratama	55	85	30

The Score of Pre-test and Post-test in Control Class (VIII G)

NO	NAME	PRE	POST	GAIN
1	Adhira Yepi Rabbani	65	60	-5
2	Ahmad Rabin	55	50	-5
3	Alif Arga Mulya	65	55	-10
4	Amanda Goliadamayanti	65	80	15
5	Angga Jouerna Sinuraya	60	60	0
6	Anggun Nikita Khairunisa	55	60	5
7	Dika Nurfadilah	70	80	10
8	Edho Cahaya Utama	55	60	5
9	Hana Atikah	55	60	5
10	Hrdiana Sari	70	75	5
11	Indah Hafidhotun Nisa	60	70	10
12	Irma Cahya Utami	70	60	-10
13	Jessica Amelia Putri	60	70	10
14	M. Aris	55	60	5
15	M. Ilham Salabi	55	65	10
16	M. Paelatur Rohman	40	45	5
17	M. Farid Ramadhan	60	65	5
18	M. Rizqii Adilla	50	50	0
19	Muhammad Zufar	60	65	5
20	Nabila Amanda Sofiyani	40	55	15
21	Nevy Nasya Berintan	50	60	10
22	Nova Amelia Romadona	50	65	15
23	Nur Rizki Aditia	55	55	0

24	Putu Ayu Adelia	60	70	10
25	Robbi Ardana Kusuma	45	70	25
26	Sigit Trianto	60	70	10
27	Hana Atikah Imtinan	55	80	25
28	Wahyu Herianto	60	75	15
29	Yashinta Wijaya	40	60	20
30	Yohanes Indra Pramudya	55	70	25
31	Yosse Elsanía	65	75	10
32	Zahwa Qorah	50	75	25

APPENDIX 10

Result of Pre-test in Control Class

Statistics

N	Valid	32
	Missing	0
Mean		56.5625
Std. Error of Mean		1.44519
Median		55.0000
Mode		55.00
Std. Deviation		8.17525
Variance		66.835
Skewness		-.399
Std. Error of Skewness		.414
Kurtosis		-.068
Std. Error of Kurtosis		.809
Range		30.00
Minimum		40.00
Maximum		70.00
Sum		1810.00

score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	9.4	9.4	9.4
	45	1	3.1	3.1	12.5
	50	4	12.5	12.5	25.0
	55	9	28.1	28.1	53.1
	60	8	25.0	25.0	78.1
	65	4	12.5	12.5	90.6
	70	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

APPENDIX 11

Result of Pre-test in Experimental Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		57.5000
Std. Error of Mean		1.40204
Median		60.0000
Mode		60.00
Std. Deviation		7.93116
Variance		62.903
Skewness		-.233
Std. Error of Skewness		.414
Kurtosis		-.438
Std. Error of Kurtosis		.809
Range		30.00
Minimum		40.00
Maximum		70.00
Sum		1840.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
45	3	9.4	9.4	12.5
50	4	12.5	12.5	25.0
55	7	21.9	21.9	46.9
60	9	28.1	28.1	75.0
65	4	12.5	12.5	87.5
70	4	12.5	12.5	100.0
Total	32	100.0	100.0	

APPENDIX 12

Result of Post-test in Control Class

Statistics

Technique

N	Valid	32
	Missing	0
Mean		64.5312
Std. Error of Mean		1.60894
Median		65.0000
Mode		60.00 ^a
Std. Deviation		9.10152
Variance		82.838
Skewness		-.023
Std. Error of Skewness		.414
Kurtosis		-.532
Std. Error of Kurtosis		.809
Range		35.00
Minimum		45.00
Maximum		80.00
Sum		2065.00

a. Multiple modes exist. The smallest value is shown

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3.1	3.1	3.1
50	2	6.2	6.2	9.4
55	3	9.4	9.4	18.8
60	9	28.1	28.1	46.9
65	5	15.6	15.6	62.5
70	5	15.6	15.6	78.1
75	4	12.5	12.5	90.6
80	3	9.4	9.4	100.0
Total	32	100.0	100.0	

APPENDIX 13

Result of Post-test in Experimental Class

Statistics

Technique

N	Valid	32
	Missing	0
Mean		72.5000
Std. Error of Mean		1.82390
Median		75.0000
Mode		75.00
Std. Deviation		10.0317e1
Variance		106.452
Skewness		-1.128
Std. Error of Skewness		.414
Kurtosis		.884
Std. Error of Kurtosis		.809
Range		45.00
Minimum		45.00
Maximum		90.00
Sum		2320.00

Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	3.1	3.1	3.1
50	1	3.1	3.1	6.2
55	2	6.2	6.2	12.5
60	2	6.2	6.2	18.8
65	1	3.1	3.1	21.9
70	3	9.4	9.4	31.2
75	11	34.4	34.4	65.6
80	9	28.1	28.1	93.8
85	1	3.1	3.1	96.9
90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Appendix 14

The Result of Normality Test of the Experimental Class and Control Class

Tests of Normality

Tekhnik	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai 1	.145	32	.086	.954	32	.192
2	.152	32	.060	.957	32	.277

a. Lilliefors Significance Correction

APPENDIX 15

The Result Homogeneity Test

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.877	1	62	.176

APPENDIX 16

The Result of Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	1.877	.176	-3.604	62	.001	-7.34375	2.03744	11.41654	11.327096
	Equal variances not assumed			-3.604	57.565	.001	-7.34375	2.03744	11.42279	11.326471

\

APPENDIX 17

Pre Test Item Before Validity

Mata pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Answer these questions by crossing (X) the correct answer in your answer sheet!

PASSAGE ONE (QUESTION 1-5)

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "if you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Source: Soal Ujian Nasional Bahasa Inggris untuk SMP/MTS 2011-2012

1. Which of the following is TRUE according to text?
 - a. Snow white lives with her uncle because her parents are passed away.
 - b. Snow white lives with her uncle and her aunt
 - c. Snow white lives with her uncle because her parents leave her.
 - d. Snow white live with her family.

2. It can be inferred from the passage, why did Snow White ran away to the woods? Because.....
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
3. According to the passage, Snow White run away to the woods..... Than in the castle alone.
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon
4. Why did snow white run from home?
 - a. Because she want to take a nap
 - b. Because she want to play
 - c. Because Snow White didn't want her uncle and aunt leave her in castle
 - d. Because she want go to the wood
5. According to the text, it can be inferred that Snow White live with her uncle and aunt.....
 - a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs

PASSAGE TWO (QUESTION 6-9)

The King of the Jungle

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?"

Tiger looked at him in amazement. "Non sense! You are not King!"

"Certainly I am,"replied the Fox. "All the animals run from me in terror! If you want proof, come with me."

Fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction.

They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?"
"I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King."
Tiger bowed low with great ceremony, he let the fox go.

Source: <http://belajarbahasainggrisku./soal-soal-narrative-text-pilihan-ganda.com>

6. What does the next actually tell us about?
 - a. Where the tiger and fox meet
 - b. Who the king of the forest is
 - c. What the king is
 - d. Why the fox still exist
7. Which of the following is true according to the text, EXCEPT.....
 - a. Tiger saw a fox walking alone
 - b. The monkey saw the tiger behind fox
 - c. Tiger and cat are best friend
 - d. Fox went into the forest with tiger in heels.
8. Tiger bowed low with great ceremony, he let the fox go. (last sentences)
The synonym of under line word is?
 - a. Respect
 - b. Appreciate
 - c. Dare
 - d. Hunched
9. The monkey saw Tiger behind Fox and they fled. The word "they" on line 7 refers to...
 - a. The tiger
 - b. The foxes
 - c. The monkey
 - d. The fox and the tigers

PASSAGE THREE (QUESTION 10-19)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

Source: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>

10. According to the passage, where does the story take place?
 - a. London
 - b. Jakarta
 - c. Puerto Rico
 - d. Buenos Aires

11. It can be inferred from the passage that the Parrot.....
 - a. The Parrot cannot say the word Catano
 - b. The Parrot often say the word Catano
 - c. The Parrot cannot say the word Tacano
 - d. The Parrot like to say the word Nacato

12. He would not say the name of the town where he was born. The name of the town was Catano. The word “he” on line 2 refers to?
- a. The chickens
 - b. The man
 - c. The parrot
 - d. Catano
13. How many chicken in chicken house?
- a. There are three old chickens
 - b. There are four old chickens
 - c. There are five old chickens
 - d. There are six old chickens
14. What does the man do to the bird because the bird cannot say the name of a place?
- a. The man ate the bird
 - b. The man sold the bird
 - c. The man killed the bird
 - d. The man taught the bird
15. It is most likely that.....
- a. The bird killed the three chickens
 - b. The three chickens killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three chickens
16. What is the story about?
- a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
17. “it was very, very smart”
The word “it” on line 2 refers to....
- a. The man

- b. The bird
- c. The chicken
- d. Puerto Rico

18. "The parrot was very, very smart"

The word 'smart' has similar meaning....

- a. Stupid
- b. Stubborn
- c. Clever
- d. Beautiful

19. "The parrot was screaming at the fourth chickens"

What does the under lined word mean?

- a. Smiling
- b. Shouting
- c. Crying
- d. Laugh

PASSAGE FOUR (QUESTION 20-29)

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. The soy can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 meters and weigh over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external paunch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this paunch where it spends its first five months of life.

Source: Bank Soal Ujian Nasional Tahun 2014

20. Where is kangaroo found?

- a. In Japan
- b. In Austria
- c. In Australia
- d. In London

21. What is the best title of the text?

- a. Kangaroo
- b. Australia island
- c. Wallaby
- d. Animal

22. The followings are what the kangaroo can do, EXCEPT...

- a. They have been known to make forward jumps of over eight meters
- b. They can leap across fences more than three meters high
- c. They can also run at speeds of over 45 kilometers per hour
- d. They can't walk

23. Adult grow to a weigh over..... kilos

- a. 90
- b. 60
- c. 40
- d. 50

24. "They have short front legs... (second paragraph)

The word "they" refers to....

- a. Marsupials
- b. Australia
- c. Goat
- d. Kangaroo

25. "A baby kangaroo is very tiny when it is born"

The underline word has the same meaning with....?

- a. A small
- b. An infant
- c. Very child
- d. Adult

26. It can inferred that the title about the text above is....

- a. What is the kangaroo?
- b. Kangaroo is marsupials
- c. What the animal?
- d. What the buffalo?

27. The largest kangaroos are.....

- a. The great grey kangaroo and the white kangaroo
- b. The great blue kangaroo and the red kangaroo
- c. The great grey kangaroo and the red kangaroo
- d. The great red kangaroo and the green kangaroo

28. What is the mean from first paragraph..... ?

- a. Kangaroo's live
- b. Kangaroo's job
- c. Kangaroo's species
- d. Kangaroo's hobby

29. "A baby kangaroo is very tiny when it is born?"

The underline word "it" (last paragraph) refers to?

- a. Baby kangaroo
- b. Kangaroo
- c. Old kangaroo
- d. Kangaroo can run like zebra

PASSAGE FIVE (QUESTION 30-33)

A time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly saw a goat.

"Yummy, this is my lunch," said Baya.

“No way! This my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Source: Bank Soal Ujian Nasional Tahun 2014

30. What is the title of a narrative text above?
- Sura and Baya
 - Sura
 - Baya
 - Buaya
31. How many characters in the story?
- 1 characters
 - 4 characters
 - 3 characters
 - 2 characters
32. What is the food that suraa saw in the river?
- Goat
 - Fish
 - Not include in the text
 - Snake
33. No way! This is my lunch. You are greedy” said Sura. The synonym of under line word is?
- Avaricious
 - Conceited
 - Unkempt
 - Envious

PASSAGE SIX (QUESTION 34-37)

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.

Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some needs of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me".

Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

Source: Detik-detik ujian nasional bahasa inggris SMP/MTS 2011-2012

34. He reminded the couple not be arrogant, but the couple ignored him. (last paragraph)

The word "him" refers to?

- a. Dewi
- b. Kiai Gede
- c. Jaka
- d. The couple

35. The couple becomes temples because?

- a. They were rich
- b. Kiai Gede said so
- c. Kiai Gede liked them

d. They were good people

36. “....., an incredible thing happened. “ (last paragraph)

The underlined word means....

- a. Untouchable
- b. Unbelievable
- c. Common
- d. Usual

37. What is the best title of the story?

- a. Pari tample
- b. Penanggung mountain
- c. Jaka pandelengan
- d. Dewi walangangin

PASSAGE SEVEN (QUESTION 38-40)

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked. “How much do you owe me?” “You don’t owe me anything,” she replied, “Mother has taught us never to accept pay for a kindness.” He said, “Then thank you from my heart.” As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman’s life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote “Paid in full with one glass of milk” under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed, “thank you God that your love has spread abroad through human hearts and hands.

Source: <http://dwisuryadinata/narrative-text-pilihan-ganda.com>

38. What can we learn after reading the story above?
- a. Kindness won't be forgotten
 - b. Poverty is the source of misery
 - c. Help is needed to be successful.
 - d. Health is important in life
39. What did the main idea of paragraph two?
- a. The poor boy asked the women for food
 - b. The women came to the town where the boy live
 - c. The pure boy cured the women and repaid her kindness
 - d. The women gave a large glass of milk to the poor boy.
40. The statement is true according to the text, **EXCEPT?**
- a. The women gave him a large glass of milk
 - b. The poor boy was the doctor
 - c. A poor boy sold goods from door to door to buy some foods
 - d. The young woman became critically

APPENDIX 18

Post Test Items before Validity

Mata pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Answer the questions by crossing(X) the correct answer in your answer sheet!

PASSAGE ONE (QUESTION 1-5)

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets.

Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thanked the rats.

Source: Bank Soal Ujian Nasional Tahun 2014

1. What does the story tell about? It is.....
 - a. About a group of big mice and elephants
 - b. About elephant and the jungle
 - c. About a mouse and his friend
 - d. About elephant and his friend

2. What is the main idea of the second paragraph?
 - a. The elephant-hunter did
 - b. The rats ask elephant to look for another route
 - c. The trapped elephants did
 - d. A group of king did
3. “**He** summoned on of the elephants of his herd,” (third paragraph)
The word “he” refers to?
 - a. The rats
 - b. Elephant-hunter
 - c. Group of the animal
 - d. King of the elephant
4. Who is trapped a group of elephant in huge nets?
 - a. The group of rats
 - b. Elephant hunter
 - c. Rat hunter
 - d. Mice
5. The following are about the rat and the elephant story, **EXCEPT?**
 - a. There lived a group of mice under a tree in peace
 - b. One day elephant-hunters came to the jungle and trapped a group of elephants
 - c. The elephant’s king apologized and agreed to take another route
 - d. The king of rats does not want to help the king of elephant

PASSAGE TWO (QUESTION 6-11)

The Girl and Her Bucket

A young girl was going to market with a bucket of milk on her head. “With the gold that I get from the sale of this milk, I’ll buy a red hen,” she said. “Then hen will lay eggs, they’ll hatch and then I’ll have many chicks to be raised. I’ll feed them well and when they’re grown, they will lay eggs. And those eggs will hatch and I will have more hens that will lay more eggs that will hatch into chicks.

I’ll be rich and I’ll wear fine clothes with emeralds and rubies from my collar to my toes and one day perhaps, I shall visit the Queen. I shall bring her rare gifts from

China. I'll enter the court with my arms full of treasure. When I bow low to the queen, I shall say, "For your majesty's pleasure!"

And she bow low. With that sweep of her arm, she knocked off the bucket and spilled her fantasy load.

"Oh dear," she cried, "My dreams are splattered in puddles of milk on the road."

Source: Detik-detikujiannasionalbahasainggris SMP/MTS 2011-2012

6. What does she want to buy if she get gold from the sale of milk?
 - a. Long dress
 - b. Diamond
 - c. A red hen
 - d. Jewelry
7. What does the girl bring in her bucket?
 - a. Water
 - b. Egg
 - c. Fruit
 - d. Milk
8. "And she bowed low" (third paragraph)
The underline words refers to?
 - a. The egg
 - b. The milk
 - c. The girl
 - d. The bucket
9. What does she want to wear if she has become rich?
 - a. An up to date clothes
 - b. Fine clothes with emeralds
 - c. Expensive dress
 - d. Expensive jewelry
10. "She knocked off the bucket and spilled her fantasy load."(line 10)
The underline word has similar meaning?
 - a. Disgorge

- b. Restrain
- c. Contain
- d. Stream

11. Who would she visit if she was rich?

- a. The Queen
- b. Her father
- c. Her friends
- d. Her family

PASSAGE TWO (QUESTION 12-17)

A Poor Boy

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked. "How much do owe you?" "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from. He went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman. After a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God that your love has spread abroad through human hearts and hands.

Source: <http://dwisuryadinata/narrative-text-pilihan-ganda.com>

12. What did the poor boy asks when he is meeting the woman?

- a. Some food

- b. A glass of water
- c. A large of milk
- d. Health is important in life

13. What can we learn after reading the story above?

- a. Kindness won't be forgotten
- b. Poverty is the source of misery
- c. Help is needed to be successful
- d. Health is important in life.

14. What did the main idea of paragraph two?

- a. The poor boy asked the woman for food.
- b. The woman came to the town where the boy lived.
- c. The poor boy cured the woman and repaid her kindness
- d. The woman gave a large glass of milk to the poor boy

15. "She was sent to the big city to cure her disease." (second paragraph)

The underline word refers to?

- a. Young teacher
- b. His friend
- c. His mother
- d. The young girl

16. Why did the poor boy sold goods?

- a. To buy some foods
- b. To pay his dept
- c. To buy books
- d. To pay his school fee

17. According to the text, it can be inferred that she (the young girl) was sent to the big city to..... ???

- a. Cure her disease
- b. Go shopping

- c. Spent her holiday
- d. Go to her friend house

PASSAGE TWO (QUESTION 18-22)

The Town Mouse and the Country Mouse

Once upon a time, a Country Mouse had a visit from his cousin in the country. He was so happy. He loved his cousin and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come you with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Next, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of food, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at the moment the door flew open, in came two dogs, and the two mice had to run away. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and beer in fear."

Source: Bank Soal Ujian Nasional Tahun 2014

18. He loved his cousin and made him heartily welcome

The word "he" on line 2 refers to?

- a. The town mouse
- b. The country mouse
- c. The town of mice
- d. The cousin

19. When the two mice arrive at the Town Mouse's residence?

- a. Morning
- b. Afternoon
- c. Evening
- d. Late at night

20. When you have been in town a week you will wonder how you could ever have stood a country life."

The antonym of the underline word is?

- a. Awesome
- b. Unimpressive
- c. Amazing
- d. Admiration

21. "I cannot understand, Cousin, how you can put up with such poor food as this....?"

The word I on line 3 refers to?

- a. A dog
- b. Town mouse
- c. A mouse
- d. Country mouse

22. According to the text we can inference the passage that.....

- a. Everyone has different choice for their pleasure
- b. Every animal likes eating too much

- c. The country mouse angry with the town mouse
- d. We should be a rich people

PASSAGE TWO (QUESTION 23-30)

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, “My dear children, I love all three of you sincerely, and for a long time have not know which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”

The old king’s birthday arrived, and the two oldest daughters brought him present that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her even again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few Kreutzer’s left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted it. “This has

not been salted!” he cried out angrily. “Have the cook brought before me!”

They quickly ran for the cook, who entered the hall undaunted.

“Why did you forget to salt my favorite dish, you careless girl?” snapped the king at her.

The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful. The king lived happily with his children for many years thereafter.

Source: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>

23. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
- a. To show that he was the most powerful man in the kingdom
 - b. To decide who would be the next queen
 - c. To decide who would be his cook
 - d To decide who would marry with the prince.
24. Why did the King drive his youngest daughter out of his castle?
- a. Because she wanted to become a cook
 - b. Because he thought that she did not respect him
 - c. Because the King did not want her got married with the prince
 - d. Because she did not want to give him any birthday gift
25. Where did the King’s daughter learn to cook?

- a. In the castle
- b. In a villager's house
- c. In a famous restaurant
- d. In an inn

26. Why did the King ask the famous cook to prepare the wedding fest?

- a. Because the King knew that it was his daughter
- b. Because people believed that she was the best cook in the kingdom
- c. Because she applied for the position of King's cook
- d. Because the King wanted to prove that salt was not so important

27. The text is about?

- a. A princess who wanted to celebrate her birthday
- b. A king who became a famous cook
- c. A princess who proved that salt was so necessary
- d. A princess who finally got married with a famous cook

28. How did the king's daughter prove that salt is the most necessary thing in human life?

- a. By serving dishes cooked without salt
- b. By serving very sweet dishes
- c. By telling the king that she is the famous cook
- d. By giving the king a container of salt

29. The word “undaunted” in paragraph 8 is contradictory in meaning to.....

- a. Curious
- b. Fearless
- c. Doubt
- d. Afraid

30. What is the main idea of the text.....?

- a. A princess who wanted to celebrate her birthday
- b. A king who became a famous cook
- c. A princess who proved that salt was so necessary
- d. A princess who finally got married with a famous cook

PASSAGE TWO (31-40)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at was he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

31. What is the resolution from the text?

- a. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word do it.
- b. A man in Puerto Rico had a wonderful parrot. It was very, very smart. This parrot would say any word-except one
- c. The man got so angry because the bird would not say Catano
- d. The man picked up bird and threw him into the chicken house.

32. It can be inferred from the passage that the parrot.....

- a. The parrot cannot say the word Catano
- b. The parrot often say the word Catano
- c. The parrot cannot say the word Caatano
- d. The parrot like to say the word Nacato

33. “You are a **stupid** bird”! (line 5)

The antonym of the underline word is?

- a. Obtuse
- b. Dull
- c. Smart
- d. Follish

34. Which statement is true according to the text?.....

- a. The parrot could say Catano

- b. At last the parrot could say Catano
- c. Catano was the name at the parrot
- d. The man never got angry at the parrot

35. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk. (line 6)

The antonym of the underline word is?

- a. Mad
- b. Livid
- c. Calm
- d. Irate

36. It is most likely that.....

- a. The bird killed the three chickens
- b. The three chickens killed the bird
- c. The bird played with the chicken
- d. The bird killed one of the three chickens

37. What is the story about?

- a. A parrot and a cat
- b. A parrot and a chicken
- c. A parrot and the owner
- d. A parrot, the owner, and the chickens

38. "It was very, very smart"

The word "it" on line 2 refers to.....

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

39. The moral value that we can learn after read the story, **EXCEPT....**

- a. We should not impose our will to others
- b. We have to make everyone obey us
- c. Don't be proud of all that we have
- d. Don't feel the most perfect

40. "The parrot was screaming at the fourth chickens"

- a. Smiling
- b. Shouting
- c. Crying
- d. Laugh

APPENDIX 19

PRE-TEST ITEMS

Read the following text and answer questions 53 to 56.

Juhha's Wonders

Once upon a time, there was a small village in Baghdad. Its population was very small. In this village everybody knew each other and knew every little or big problems that went on in the village. In this small village there was a bakery that was popular for its delicious bread.

One day a poor old man was walking in the street passing the bakery and he stopped to smell the scent of the bread which was spreading out of the bakery.

Suddenly, the baker caught the old man and shouted at him demanding the price of bread's scent. He almost drag him to the police.

A very famous wise man named Juhha heard the baker shouting. So he went to him and asked about the problem. Juhha stood calmly listening to the baker and he thought for a solution.

After a few minutes Juhha's eyes glistened and an amused smile was on his face. He asked the baker "How much money do you want?". The baker and poor man were astonished, but the baker answered "3 dinars". Juhha took the money out of his wallet and put it in his pocket and shook the money. "Did you hear the sound of the money?" Juhha asked. "Yes, I did", the baker replied, and with big smile Juhha said "Well then, this is the price of your bread's scent!"

1. ", which was popular for its delicious bread" (paragraph 1)

What does the word "delicious" mean?

- a. Sour
 - b. Tasty
 - c. Bitter
 - d. Unpleasant
2. What can we learn from the story above?
- a. We must help poor people.
 - b. We must take the benefit of what we offer.
 - c. We should pay nothing for things we use.
 - d. We shouldn't ask other to pay for what they don't get.

3. What did the baker do to the old man?
- a. He wanted to hear the sound of the old man money.
 - b. He demanded the old man to pay for the scent.
 - c. He shouted his problem to the old man.
 - d. He gave the old man some solution.

Read the text entitled The Legend of Pari Temple and answer questions 4-.

The Legend of Pari Temple

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married.. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some paddy seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

4. What did Jaka Pandelengan and his wife do to be rich?

A. Helped poor people.

B. Had a great power.

C. Planted pari seeds.

D. Built a temple.

5. " ... , an incredible thing happened."

The underlined word means

A. untouchable

B. unbelievable

C. common

D. usual

6. What can we learn from the story?

A. We should live separately from our parents.

B. We have to listen to our parent's advice.

C. We have to prepare a good paddy field.

D. We should refuse other people's help

7. What did Jaka Pandelengan and his wife do to be rich?

A. Helped poor people.

B. Had a great power.

C. Planted pari seeds.

D. Built a temple.

Read the following text and answer questions 8-10

Once upon a time, people in Kavar Village were happy. They held and enjoyed a party because of their best harvest. They were singing, laughing, and eating delicious food, except an old woman who still stayed in her house. She is too old and weak to go to the party. Her son and her daughter-in-law did not take her there.

At home, the old woman felt very sad and lonely. She was hungry, but he found no food in the kitchen. Her daughter-in-law did not cook that day. At the party, the son asked her wife to take some food from the party to his mother at home. His wife did so. Then, she asked her son to deliver it.

The old woman was so happy that she finally got something to eat. However her happiness turned into sadness because she found that someone had eaten the food. There was only little rice left. The fish just had the bones. She couldn't stay any longer. She cried and cried. She thought her son had disrespected and neglected her. The old woman didn't know that it was her grandson who had eaten the food. He did that on the way from the party to the house.

In her anger, the old woman cursed her son. Suddenly, there was a great earthquake! Thunder struck the village and heavy rain started to fall. Slowly, the field turned into a lake. Finally, the whole village turned into a lake. People named the lake Lau Kavar.

(Adapted from [www. http://indonesialegend.wordpress.com](http://indonesialegend.wordpress.com))

8. Which statement is NOT TRUE according to the story?
 - a. Kavar people were happy because they got good crops
 - b. Kavar people were singing, laughing, and eating delicious food during the party
 - c. There was one old woman who was neglected by her family. She didn't come to the party
 - d. A little boy cried and cried because someone ate his lunch

9. That the old woman cursed her son because he had neglected her is the main idea of paragraph
 - a. One
 - b. Three
 - c. Two
 - d. Four

10. The story is about
 - a. The legend of Lau Kavar
 - b. A poor old woman
 - c. Rich people of Kavar
 - d. Kavar people's harvesting party

Read the following text and answer questions 11 to

My Timmy

I have some pets. There are male and female pets. However, my favorite pet is Timmy. Timmy is a male cat. He is very adorable with his soft stripes. I love my Timmy. He makes me happy when I spend my time with him. He is one of the best pet between the others.

Timmy is smooth cat with round eyes and feeble sweet voice. He always meows when he hungry, until his voice is not suitable with his giant body. When I come, he usually gives me a kiss.

Timmy is a nice playmate. I am happy to spend time with him. Most of the time, he is good boy. It is impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly besides my bed until I wake up.

(Adapted from: <http://descriptive-text.blogspot.com>)

11. *He* is very adorable with his soft stripes. . . *he* refers to
 - a. Soft stripes
 - b. Timmy
 - c. Female pets
 - d. The writer
12. Does Timmy always meow when he feels hungry?
 - a. No, it does not
 - b. No, it do not
 - c. Yes, it does
 - d. Yes, it do
13. Why is the writer almost impossible to be angry at his cat?
 - a. Because Timmy is a male tabby cat
 - b. Because Timmy is very adorable
 - c. Because Timmy is a good boy
 - d. Because Timmy always gives the writer kiss
14. According to the passage, we know that Timmy is . . .
 - a. A fat cat
 - b. A small cat
 - c. Old cat
 - d. Short cat
15. I am happy to spend time with him.
The expression the underline word has similiar meaning . . .
 - a. He is unhappy to play with his pet
 - b. He is discouraged to play with his pet
 - c. He is joyful to play with his pet
 - d. He is depressed to play with his pet
16. What is the main idea of paragraph one?
 - a. The favorite pet is Timmy
 - b. I have some pets

- c. He is very adorable
- d. Timmy is a cat

Read the following text and answer questions 16 to 21

There was a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

- 17. Who gave the clothes back to Bawang Putih
 - a. The old woman did
 - b. Bawang merah does
 - c. Her Step mother did
 - d. River
- 18. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister
 - c. The old woman
 - d. The pumpkin's owner
- 19. Why did Bawang Merah and mother say apologize to Bawang Putih?
 - a. They found jewelries
 - b. Mother's clothes fell down to the river
 - c. Both of them realized their mistakes
 - d. There were a lot of snakes inside the pumpkin
- 20. Why were Bawang Merah and mother screaming?

- a. They found jewelries
- b. Mother's clothes fell down to the river
- c. Both of them realized their mistakes
- d. There were a lot of snakes inside the pumpkin

SILABUS PEMBELAJARAN

Standar Kompetensi : Membaca

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks Esai berbentuk <i>narrative</i> 2. Ciri kebahasaan Teks Esai berbentuk <i>narrative</i> 3. Tujuan komunikatif teks esai <i>narratif</i> 4. Langkah retorika <i>narrative</i> 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative</i> dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca	Membaca nyaring dan bermakna teks esai berbentuk <i>narrative</i> / Mengidentifikasi berbagai makna teks <i>narrative</i>	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	1. Berikan makna
				Tes tulis	Pilihan ganda	<i>Choose the right answer based on the text.</i>		2. Berikan makna
			Mengidentifikasi tujuan komunikatif teks <i>narrative</i>	Tes Tulis	Isian singkat	<i>Complete the following sentences using the information from the text.</i>		3. Ciri kebahasaan
						<i>Answer the following questions based on the text.</i>		4. Menganalisis
			Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative</i>	Tes Tulis	Pertanyaan tertulis			5. Menjelaskan
								6. Ciri kebahasaan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	
				Teknik	Bentuk Instrumen	Contoh Instrumen		
merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i>	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	6. Menentukan tujuan komunikatif teks <i>narrative</i> yang di baca 7. Menentukan langkah retorika dari teks <i>narrative</i> yang di baca 8. Menentukan ciri kebahasaan teks <i>narrative</i> yang di baca 9. Membaca teks <i>narrative</i> lainnya	Mengidentifikasi berbagai informasi dalam teks fungsional	Tes tulis	PG	<i>Choose the best option, a,b,c or d</i>	4 x 40 menit	1
		1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati						2
		3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks	Mengidentifikasi tujuan komunikatif teks fungsional	Tes tulis	Jawaban singkat	<i>Answer the following questions</i>		3
		5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya	Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis	Jawaban singkat	<i>Give short answers !</i>		4

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		dari berbagai sumber						
arakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Guru Mata Pelajaran

Bandar Lampung,2016
Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM 1211040168

Mengetahui,
Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj.Listadora, M.Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 1st (Experimental Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk dan narrative

Indikator

1. Mengidentifikasi sebuah topic didalam text *narrative*
2. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi topic dalam text *narrative*
2. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

a. Text organization :

1. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

It is a series of complications or crisis points which arise in the story

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

b. Language features:

1. Specific participant

Who is the participant in the text /story.

2. Time connectivity and conjunction

The time words that connect events to tell when they occur

(for example, once upon a time, long time ago, then, later, when, etc.)

3. Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of Narrative Text

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

C. Teaching Technique

Two Stay Two Stray technique

D. Langkah-langkah kegiatan

1. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.

- Menjelaskan cara menemukan gagasan pokok dan informasi didalam *text narrative*.
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan tukar pendapat

mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.

- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuannya kepada temannya yang tetap tinggal dalam kelompok.
- Siswa mempresentasikan jawaban hasil diskusi kelompoknya didepan kelas.
- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
- Memfasilitasi peserta didik dalam pembelajaran kooperatif.
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

Answers the questions based on the story above!

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while
5. What is the lesson which we can take from the text above?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 20 = 100$
3. Nilai maksimal 100

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,

Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M. Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 2nd (Experimental Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative

Indikator

3. Mengidentifikasi sebuah topic didalam text *narrative*
4. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

3. Siswa mampu mengidentifikasi topic dalam text *narrative*

4. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

c. Text organization :

5. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

6. Complication

It is a series of complications or crisis points which arise in the story

7. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

8. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

d. Language features:

4. Specific participant

Who is the participant in the text /story.

5. Time connectivity and conjunction

The time words that connect events to tell when they occur

(for example, once upon a time, long time ago, then, later, when, etc.)

6. Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he was very angry. He shouted at them saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

C. Teaching Technique

Two Stay Two Stray technique

D. Langkah-langkah kegiatan

4. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

5. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen

- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.
- Menjelaskan cara menemukan gagasan pokok dan informasi didalam text *narrative*.
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan

rumah yang akan memberikan penjelasan dan tukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.

- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuannya kepada temannya yang tetap tinggal dalam kelompok.
- Siswa mempresentasikan jawaban hasil diskusi kelompoknya di depan kelas.
- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
- Memfasilitasi peserta didik dalam pembelajaran kooperatif.
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

6. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

G. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

Chose the correct answer by crossing a, b, c, d.

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day e caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

1. Batara Guru Sahala was a....
2. Batara Guru Sahala had.....daughter.
3. How did they feel when Batara Guru Sahala were married and have two daughters?
4. His wife was annoyed because.....
5. What happened when the earth shook?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 5 = 100$
3. Nilai maksimal 100
4. Nilai Siswa $\frac{\text{Skor perolehan} \times 10}{\text{Skor Maksimal}}$

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,
Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M.Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 3th (Experimental Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative.

Indikator

5. Mengidentifikasi sebuah topic didalam text *narrative*
6. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

5. Siswa mampu mengidentifikasi topic dalam text *narrative*
6. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

e. Text organization :

9. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

10. Complication

It is a series of complications or crisis points which arise in the story

11. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

12. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

f. Language features:

7. Specific participant

Who is the participant in the text /story.

8. Time connectivity and conjunction

The time words that connect events to tell when they occur
(for example, once upon a time, long time ago, then, later, when, etc.)

9. Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of narrative text

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where

the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

C. Teaching Technique

Two Stay Two Stray technique

D. Langkah-langkah kegiatan

7. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

8. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan didalam text *narrative*.
- Menjelaskan cara menemukan gagasan pokok dan informasi didalam text *narrative*.
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.

- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok yang lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan tukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.
- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temuannya kepada temannya yang tetap tinggal dalam kelompok.
- Siswa mempresentasikan jawaban hasil diskusi kelompoknya didepan kelas.
- Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut.
- Memfasilitasi peserta didik dalam pembelajaran kooperatif.
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok.

- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

9. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses. It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind

the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Answers the questions based on the story above!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 5 = 100$
3. Nilai maksimal 100
4. Nilai Siswa $\frac{\text{Skor perolehan} \times 10}{\text{Skor Maksimal}}$

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,
Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M. Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 1st (Control Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk narrative

Indikator

7. Mengidentifikasi sebuah topic didalam text *narrative*
8. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

7. Siswa mampu mengidentifikasi topic dalam text *narrative*
8. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

g. Text organization :

13. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

14. Complication

It is a series of complications or crisis points which arise in the story

15. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

16. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

h. Language features:

10. Specific participant

Who is the participant in the text /story.

11. Time connectivity and conjunction

The time words that connect events to tell when they occur

(for example, once upon a time, long time ago, then, later, when, etc.)

12. Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example, went, arrived, ate, etc)

Example of Narrative Text

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. “I am slow but sure.” said the tortoise.

C. Teaching Technique

Reading Aloud

D. Langkah-langkah kegiatan

10. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

11. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
- Guru menjelaskan text *narrative* pada peserta didik secara singkat
- Guru meminta siswa untuk membaca keras bagian-bagian yang berbeda

- Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh
- Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
- Guru mengevaluasi jawaban tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

12. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

Answers the questions based on the story above!

THE HARE AND THE TORTOISE

Once upon a time there lived two closed friend, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare laughed at a tortoise for his slowness. Because of that the hare agreed to have a race.

When the race started, the hare ran very fast and was ahead of the tortoise. The day was hot and the tortoise was left far behind him; therefore, the hare decided to sleep for a while. While the hare was sleeping, the tortoise crawled on.

When the hare awoke, he directly ran to the finish line as fast as he could. However, the tortoise was already there. "I am slow but sure." said the tortoise.

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. How was the end of the story?
4. Why did the hare decide to sleep for a while
5. What is the lesson which we can take from the text above?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 20 = 100$
3. Nilai maksimal 100

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,
Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M.Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 2nd (Control Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narative

Indikator

9. Mengidentifikasi sebuah topic didalam text *narrative*

10. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

9. Siswa mampu mengidentifikasi topic dalam text *narrative*

10. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

i. Text organization :

17. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

18. Complication

It is a series of complications or crisis points which arise in the story

19. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

20. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

j. Language features:

13. Specific participant

Who is the participant in the text /story.

14. Time connectivity and conjunction

The time words that connect events to tell when they occur

(for example, once upon a time, long time ago, then, later, when, etc.)

15. Action verbs

To show the action that occurs in the story. These verbs use the past tense because the events occur in the past. (for example,

went, arrived, ate, etc)

Example of narrative text

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew

what they had done with the meal, he very angry. He shouted at the saying. “You behaved exactly like the daughters of a fish!”.

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

C. Teaching Technique

Reading Aloud

D. Langkah-langkah kegiatan

13. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

14. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
- Guru menjelaskan text *narrative* pada peserta didik secara singkat
- Guru meminta siswa untuk membaca keras bagian-bagian yang berbeda
- Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh
- Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
- Guru mengevaluasi jawaban tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

15. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

Chose the correct answer by crossing a, b, c, d.

THE LEGEND OF LAKE TOBA

Once, a fisherman named Batara Guru Sahala lived in Batak land. One day e caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love with her at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he very angry. He shouted at the saying. "You behaved exactly like the daughters of a fish!".

The girls did not know what their father meant. They went home and asked their mother about it. Their mother was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to shake, and volcanoes started to erupt. The earth cracked and formed a big hole. People said that hole become Lake Toba.

1. Batara Guru Sahala was a....

A. Farmer

- B. Villager
- C. Sailor
- D. Fisherman

2. Batara Guru Sahala had.....daughter.

- A. Two
- B. Three
- C. Four
- D. Five

3. How did they feel when Batara Guru Sahala were married and have two daughters?

- A. Happy
- B. Doubt
- C. Said
- D. Angry

4. His wife was annoyed because.....

- A. Sahala apologized to her
- B. He forgave her for the mistake she made
- C. Sahala broke his promise
- D. His daughters ate Sahala's meal

5. What happened when the earth shook?

- A. The earth began to shake
- B. The earth cracken and made a big hole
- C. The earth became Lake Toba

D. Volcanoes started to erupt

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 5 = 100$
3. Nilai maksimal 100
4. Nilai Siswa *Skor perolehan x 10*

Skor Maksimal

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,
Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M. Pd
NIP. 19590809 198012 2 001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)

Nama sekolah : SMP N 20 Bandar Lampung
Mata Pelajaran : English
Kelas/Semester : VIII (eight) / 2
Text Type : Narrative Text
Skill : Reading
Pertemuan : 3th (Control Class)
Alokasi Waktu : 2 x 40 minutes

Standar Kompetensi

Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan nararative

Indikator

11. Mengidentifikasi sebuah topic didalam text *narrative*
12. Mengidentifikasi informassi dalam text *narrative*

A. Tujuan Pembelajaran

11. Siswa mampu mengidentifikasi topic dalam text *narrative*
12. Siswa mampu mengidentifikasi informasi text berbentuk *narrative*

B. Materi Pembelajaran

The definition, purposes, examples, and generic structure of narrative text

k. Text organization :

21. Orientation

It sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story.

22. Complication

It is a series of complications or crisis points which arise in the story

23. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

24. Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

l. Language features:

16. Specific participant

Who is the participant in the text /story.

17. Time connectivity and conjunction

The time words that connect events to tell when they occur
(for example, once upon a time, long time ago, then, later, when,
etc.)

18. Action verbs

To show the action that occurs in the story. These verbs use the
past tense because the events occur in the past. (for example,
went, arrived, ate, etc)

Example of narrative text

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was
loved, and adored by his people. His two close friends were Peter Piper, the servant
of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through
the forest. Suddenly a group of bandits attacked the three boys near an old house.
They entered the old house and blockaded the gate and doors. The three boys were
trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediatly, but
Peter was not affraid. He urged and supported the Prince not to give up. The Prince
decided not to surrender because he realised that he would become a hostage for the
bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a

deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going bac to the Capital.

C. Teaching Technique

Reading Aloud

D. Langkah-langkah kegiatan

16. Kegiatan Pendahuluan

Apersepsi :

-) Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
-) Menanyakan kabar siswa
-) Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)

-) Memberikan pertanyaan untuk menghubungkan ke judul yang akan dipelajari

Motivasi :

-) Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

17. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru memilih sebuah text *narrative* yang cukup menarik untuk dibaca dengan keras
- Guru menjelaskan text *narrative* pada peserta didik secara singkat
- Guru meminta siswa untuk membaca keras bagian-bagian yang berbeda
- Ketika pembacaan sedang berlangsung, guru menghentikan bacaan siswa di beberapa bagian untuk menekankan poin-poin tertentu, kemudian memunculkan beberapa pertanyaan, atau memberikan contoh-contoh

Guru melakukan kesimpulan, klarifikasi, dan tindak lanjut.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru bersama siswa berdiskusi tentang jawaban atas pertanyaan yang telah diberikan.
- Guru mengevaluasi jawaban tersebut

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

18. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

E. Sumber Belajar

Source : Reading Book for Junior High School

Tools : Script of short passage (Narrative Text)

F. Penilaian

- a. Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
- b. Bentuk : Pertanyaan tulisan
- c. Instrumen :

THE PRINCE AND HIS BEST FRIENDS

Once upon a time, there lived a kind young Prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediatly, but Peter was not affraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits tto ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where

the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Answers the questions based on the story above!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

Pedoman Penilaian:

1. Setiap nomor benar diberi skor 20
2. Skor maksimal : $5 \times 5 = 100$
3. Nilai maksimal 100
4. Nilai Siswa *Skor perolehan x 10*

Skor Maksimal

Guru Mata Pelajaran

Mahasiswa

Yenti, S. Pd

M Ahya Ulumuddin
NPM. 1211040168

Mengetahui,

Kepala SMP Negeri 20 Bandar Lampung

Dra. Hj. Listadora, M. Pd
NIP. 19590809 198012 2 001

Key answer for tryout pretes

1. A	11 A	21 A	31 C
2. C	12 C	22 D	32 C
3. B	13 B	23 A	33 A
4. D	14 D	24 D	34 B
5. C	15 A	25 B	35 B
6. C	16 C	26 B	36 B
7. C	17 B	27 C	37 A
8. D	18 C	28 A	38 A
9. C	19 B	29 A	39 C
10. C	20 C	30 A	40 C

Key answer for tryout posttest

1. A	11 A	21 B	31 A
2. B	12 B	22 A	32 A
3. A	13 A	23 B	33 C
4. B	14 C	24 B	34 B
5. D	15 D	25 D	35 C
6. C	16 D	26 B	36 A
7. D	17 A	27 C	37 C
8. C	18 B	28 A	38 B
9. B	19 D	29 D	39 B
10. A	20 B	30 C	40 B

key answer for pre-tes

- | | |
|-------|-------|
| 1. D | 11. D |
| 2. C | 12. B |
| 3. A | 13. C |
| 4. C | 14. C |
| 5. C | 15. A |
| 6. C | 16. A |
| 7. A | 17. C |
| 8. C | 18. B |
| 9. C | 19. C |
| 10. A | 20. C |

Key answer for pos-test

- | | |
|-------|-------|
| 1. A | 11. D |
| 2. B | 12. D |
| 3. A | 13. C |
| 4. D | 14. B |
| 5. A | 15. D |
| 6. B | 16. B |
| 7. B | 17. B |
| 8. A | 18. B |
| 9. A | 19. B |
| 10. A | 20. C |